

Albion Middle School Data Project Abstract, 2006-2007

The Albion Middle School of Jordan School District large group guidance activity focused on the issue of bullying. A pre-survey was conducted of all students during the second month of school to determine their response to school safety. Each Tuesday during home room (ARMOR) students are instructed on Character Education. During the week of March fifth through ninth, homeroom was extended where the principal spoke to each grade separately about many issues including “respect.” Teachers also presented a curriculum where videos were shown demonstrating bullying behaviors and resolutions to the bullying. After the instruction, students, parents, and teachers signed an anti-bullying pledge. A post-survey was conducted on May 1, 2007. The results were inconclusive since an excessive time elapsed between pre-survey, curriculum, and post-survey; students had little experience when the pre-survey was performed while they had more social experience when the post-survey was performed; and the instruction made students more aware of the subject matter.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: **Albion Middle School**

District: **Jordan School District**

Target Group: (whole school, entire class, grade level) whole school

Target Group selection is based upon the following data/information/school improvement goals:

CSIP Goal 1: create a risk-free learning environment.

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|---|--|---|---|---------------------------------------|--|--|
| <i>PS: A1</i> <i>PS: A2</i> <i>PS: C1</i> <i>PS: C2</i> <i>PS: C3</i> | Develop positive attitude toward self and others. Identify values. Understand and practice self-control. Develop interpersonal skills listening, speaking and non-verbal behavior. Develop skills for: physical self-care, emotional self-care, and self-advocacy. | Discussion of the various types of harassment, bullying, and rumors. Showed videos to demonstrate actions and resolutions. Had students, parents, and teachers sign anti-bullying pledges. (see attached curriculum) | Pre-Survey 9/06 Curriculum 3/5-9/07 Every Tuesday is Character Education Day in ARMOR (home room) Post-Survey 5/1/07 | Entire student body. | Lessons will be presented in homeroom or ARMOR (<u>A</u> chieving <u>R</u> esult through <u>M</u> anaging <u>O</u> rganizing and <u>R</u> esponsibility). Every Tuesday is character education day where some aspect of the guidance lesson content is presented. | Fall pre-survey, spring post survey of entire survey in ARMOR classes |

Ted Neff & Jodi Bevan

Principal's Signature

Date

Date of Presentation Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Albion Middle School

District: Jordan School District

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|------------------------|--|--|---|---|--|--|--|
| Ted Neff Jodi Bevan | Entire school population All males & females 7 th , 8 th & 9 th grade students | Discussion of the various types of harassment, bullying, and rumors. Showed videos to demonstrate actions and resolutions. Had students, parents, and teachers sign anti-bullying pledges. (see attached curriculum) | Pre-Survey 9/06 Curriculum 3/5-9/07 Every Tuesday is Character Education Day in ARMOR (home room) Post-Survey 5/1/07 | Pre-Survey 812 students Post-Survey 806 students | Unknown validity. Excessive elapsed time between pre-survey (2 nd month of school), curriculum, and post-survey (end of 3 rd quarter); little experience when pre-survey performed while more experience when post-survey performed; instruction made students more aware of subject matter. | Curriculum clarified the various acts of harassment, bullying, rumoring, etc. through discussion and video presentation. As a result, the report of bullying increased over a short period of time and then returned to about normal (statistics were not kept of reporting rate). | Students became more aware of and obtained a clearer understanding of the various forms of harassment and bullying. Students should now be able to more wisely govern their behavior in a responsible and respectful manner. |

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Albion Middle School Data Project Abstract, 2006-2007

The Albion Middle School of Jordan School District small group closing the gap activity focused on ninth grade students with one or more failing grades (76 of 325 students) and a GPA between 1.000 and 1.999 (20 students) at 3rd quarter midterm grade reporting. Counselors met weekly with students to review grades and implement strategies for student success. Counselors worked with parents and ARMOR teachers to encourage the development of appropriate learning and study skills. The emphasis was on accountability, responsibility and self-determination.

Of the 20 in the original group, one withdrew. Of the remaining 19:

7 improved

4 remained the same

8 decreased.

Students who improved with weekly meetings were not much different than their peers who did not improve. In general, the students in this study appear to have substantially more absences than their counterparts who do not have failing grades. It was inconclusive whether regular attendance played a role in improvement of grades among the students in the study; however, it seems to be a factor for students with passing grades and those with failing grades.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: **Albion Middle School**

District: **Jordan School District**

Target Group: Ninth grade students with at least one F and a GPA between 1.000 and 1.999

Target Group selection is based on the following data/information/school improvement goal:

CSIP Goal 2: Facilitate more and better student learning through increased collaboration among all stakeholders.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|---|--|---|--|---|-------------------------------------|
| Assist ninth grade students earning at least one F and a GPA between 1.000 and 1.999 to pass all classes, increase their GPA and to become more actively involved in their individual learning process. | AL:A 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.6 AL:C 1.2, 1.3, 1.4, 1.5 PS:A 1.1, 1.2, 1.3, 1.4, 1.5 PS:B 1.1, 1.2, 1.3, 1.4, 1.5 3.1, 3.2, 3.3 PS:C 3.1, 3.2 | Meet with students weekly to review grades, coordinate student activities with parents and homeroom (ARMOR) teachers and encourage the development of appropriate learning and study skills. Teach accountability and responsibility for self-determination. | Student Parent Teacher Counselor Train and encourage positive motivation. | Look at each student's grades at the beginning of the project, 3/9/2007 and compare it to student's grade at the end of the project 5/25/2007. How many increased, decreased or stayed the same. (<u>Note</u> : The intention was to take grades at the end of the fourth quarter, 6/6/2007, but since the project is due 6/1/2007, the time line had to be moved forward. Many students turn in late and extra credit work and points the last week of the quarter so the results will be inaccurate and artificially low.) | Start: 3/9/2007 End: 5/25/2007 Intended End: 6/6/2007 | 20 |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Ted Neff & Jodi Bevan

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Albion Middle School

District: Jordan School District

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|------------------------|--|--|---|--|---|---|--|
| Ted Neff Jodi Bevan | Ninth grade students with one or more failing grades and a GPA between 1.000 and 1.999 at 3 rd quarter midterm grade reporting, 3/9/2007. | Counselors met weekly with students to review grades and implement strategies for student success. Counselors worked with parents and ARMOR teachers to encourage the development of appropriate learning and study skills. The emphasis was on accountability, responsibility and self-determination. | 3/9/07 to 6/6/07 was the original date, however, since reports are due 6/1, instead of 6/15/07 as originally understood, the end date was moved forward to 5/25/07. This will adversely affect the outcome. | Seventy-six out of 325 ninth grade students had at least one failing (F) grade. Twenty of the 76 fell into the target group. | Of the 20 in the original group, one withdrew. Of the remaining 19, 7 improved 4 remained same 8 decreased <u>Note:</u> Since the project was finished one week early and many students turn in late and extra credit work and points the last week of the quarter, the results will be inaccurate and artificially low. | Students who improved with weekly meetings were not much different than their peers who did not improve. In general, the students in this study appear to have substantially more absences than their counterparts that do not have failing grades. It was inconclusive whether regular attendance played a role in improvement of grades among the students in the study; however, it seems to be a factor for students with passing grades and those with failing grades. | The study shows the need for cooperation of parents, teachers and counselors in encouraging students to regularly attend class and become active participants in their own education. It also indicates that one can encourage, but cannot force one to become educated. One must take responsibility for his/her own education. |

Principal’s Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: CRESCENT VIEW MIDDLE SCHOOL District: JORDAN SCHOOL DISTRICT

Target Group: 8TH GRADE CLASS

Target Group selection is based on the following data/information/school improvement goal: Help students learn what it takes financially to move out and live on their own.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|--|--|--|--|--|--------------------------------------|----------------------------------|
| <p>Find out what it takes financially to move out and live "On Your Own". Starting with what area of the country to live in? What will it cost to move? Finding a job. Setting up a budget. Opening banking accounts. Finding an apartment, with or without a roommate. Turning on utilities. What kind of transportation to use? Then learning to live day to day by buying groceries, paying bills handling unexpected expenses etc.</p> | <p>A:A2-Acquire skills for improving learning. A:B1-Relate school to life experiences. CL:A1-Develop self-awareness CL:B2-Understand the relationship between work and society/economy.</p> | <p>Complete computer simulation game "On Your Own"</p> | <p>Computer lab updated with software that our Tech Support Staff will install.</p> <p>2-3 days for each U.S. History class to complete pre & post test and computer simulation.</p> | <p>Have students complete a 40 question Quiz before we begin the simulation and after they complete the simulation. Compare scores from pre-test and post-test to determine if and how much students learned about what it takes to live on their own.</p> | <p>November & December 2006.</p> | <p>480</p> |

Principal's Signature

October 27, 2006 November 14, 2006
Date Date of Staff Presentation

Colleen Condit
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

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Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: CRESCENT VIEW MIDDLE District: JORDAN

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|----------------|--------------|---|----------------------------------|---|---|---|---|
| Colleen Condit | 8th Grade | On Your Own Coast-to-Coast CW Publications www.cwpub.com | Nov 8, 2006 /December 1, 2006 | 382 | Pre-test 69% Avg. Post-Test 75% Avg. | See Attached Information. | Curriculum information needs to be taught more in-depth. Program alone does not give students meaning of terminology. |

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

On Your Own Test Results

| | Pre-Test | Post-Test |
|------------|----------------------------------|----------------------------------|
| Question # | Number of Wrong Responses | Number of Wrong Responses |
| 1 | 37 | 25 |
| 2 | 42 | 38 |
| 3 | 21 | 25 |
| 4 | 9 | 15 |
| 5 | 12 | 19 |
| 6 | 9 | 10 |
| 7 | 72 | 71 |
| 8 | 4 | 6 |
| 9 | 12 | 9 |
| 10 | 23 | 32 |
| 11 | 38 | 29 |
| 12 | 34 | 16 |
| 13 | 6 | 6 |
| 14 | 34 | 21 |
| 15 | 58 | 50 |
| 16 | 53 | 56 |
| 17 | 44 | 48 |
| 18 | 13 | 5 |
| 19 | 37 | 21 |
| 20 | 12 | 9 |
| 21 | 33 | 26 |
| 22 | 38 | 40 |
| 23 | 63 | 50 |
| 24 | 32 | 24 |
| 25 | 32 | 12 |
| 26 | 63 | 61 |
| 27 | 20 | 13 |
| 28 | 11 | 12 |
| 29 | 38 | 40 |
| 30 | 36 | 23 |
| 31 | 28 | 15 |
| 32 | 23 | 15 |
| 33 | 22 | 13 |
| 34 | 28 | 16 |
| 35 | 57 | 51 |
| 36 | 19 | 10 |
| 37 | 50 | 41 |
| 38 | 17 | 9 |
| 39 | 28 | 24 |
| 40 | 26 | 7 |
| | Class Average 69% Correct | Class Average 75% Correct |

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Crescent View Middle School - Jordan School District

Target Group: Students With Failing/Low Grades (Grades 7, 8, 9)

Target Group selection is based upon: CVMS Comprehensive School Improvement Plan to identify and assist any student performing at partial and/or minimal mastery, especially in the core subjects.

Abstract:

A school-wide mentoring program led by a study skills teacher and three part-time adult aides. Their goal is to identify and assist any student who is performing at partial and/or minimal mastery, especially in the core subjects. Students are identified through the Power School program. Parents and students agree to have the mentors work with them to improve the student's academic experience.

Project Description:

At the beginning of the 2006-2007 school year, educators at CVMS saw a need to address those students not achieving success in their middle school classes. A school-wide mentoring program was established at the end of August 2006.

Trust Land dollars are used to fund the program. Approximately 150 students have been identified to participate in the program, with students identified in all three grades (7, 8, 9). Students are chosen by the Power School program, any students with F's and/or D's. Also, students are identified by teachers, administrators, counselors, and parents. And, students can self-nominate to be a part of the program.

Letters are mailed home informing parents of the student's progress, including missing assignments finished, missing assignments yet to be done, goals agreed upon by the student, and other comments concerning the individual student. Parents and students sign an SOS (Supporting Our Students) Contract. Students receive one-on-one assistance with organizational skills, turning in missing assignments, and setting goals for success. Adult mentors meet with students anywhere from weekly to monthly, depending on the student's needs.

Besides meeting with their adult mentor, students agree to complete and turn in homework. They promise to attend after school tutoring, if necessary. They promise to use their student planners, to be in school and to be on time to class. Finally, they promise to attend a monthly early evening SOS meeting with their parent/s and the principal.

Parents agree to provide a structured routine for homework, to see that their student attends school regularly, and they commit to attend monthly SOS meetings along with their student and with the principal.

Besides providing one-on-one mentoring services, the adult mentors monitor student progress, stay in communication with parents, work with teachers to help students make-up missing work, and reward student achievement. Also, the adult mentors work with the vice-principals on attendance issues, and with the counselors on personal issues the students may be experiencing. Progress reports are regularly completed. Mentors work with students to learn how to communicate with teachers to let them know that the student is working towards change in the classes with low and/or failing grades. These mentors are the student's chief ally at school. Their goal is for the students under their guidance to "graduate" out of the program, leaving the program with skills to act as responsible students who are independent and successful on their own.

Results

The mentor program is evolving with frequent changes to its activities as the mentors are learning what works. Initially the students were not assigned to a specific mentor, but through time it became clear that the students could be better served by being assigned to a specific mentor who could follow and advise the student more closely. Also, it became clear that some students should be seen weekly by the mentor, and some students only need to be monitored on a monthly basis. In all cases, the mentors utilized the Power School program to monitor the student's progress.

Another more recent addition is the monthly SOS parent/student early evening meeting with the principal and the mentors. During this meeting the students and parents can interact with the principal about any concerns for the student's success. Also, the mentors can advise as to how they perceive the student's progress, and how to utilize Power School efficiently. The goal is to clarify the situation as much as possible, so that the student can become successful and able to leave the program and become independent.

Results are as simple as reviewing report cards (pre-test) as the student enters the program, and reviewing report cards (post-test) at the end of each quarter. Those students who are passing all their classes are eligible to "graduate" from the program, or they can be monitored on a monthly basis.

At the end of third quarter, 2007, data was compiled to see how the adult mentor interventions affected the success of those students involved in the program. Mentors looked at students whose grades improved or had no F grades. Next they looked at students whose grades declined. Finally, they looked at students whose grades (# of F's) stayed the same. At the end of third quarter there were 106 students in the program.

In the seventh grade (19 students):

| | |
|----------|---------------------------|
| 53% (10) | grades showed improvement |
| 16% (03) | grades declined |
| 32% (06) | grades stayed the same |

In the eighth grade (55 students):

| | |
|----------|---------------------------|
| 53% (30) | grades showed improvement |
| 16% (09) | grades declined |
| 28% (16) | grades stayed the same |

In the ninth grade (32 students):

| | |
|----------|---------------------------|
| 50% (16) | grades showed improvement |
| 28% (09) | grades declined |
| 19% (06) | grades stayed the same |

Implications

It's important for the adult mentoring program to continue at Crescent View Middle School, as it has influenced many students to enjoy school success.

Guidance Activities (Large Group)

Eastmont Middle School

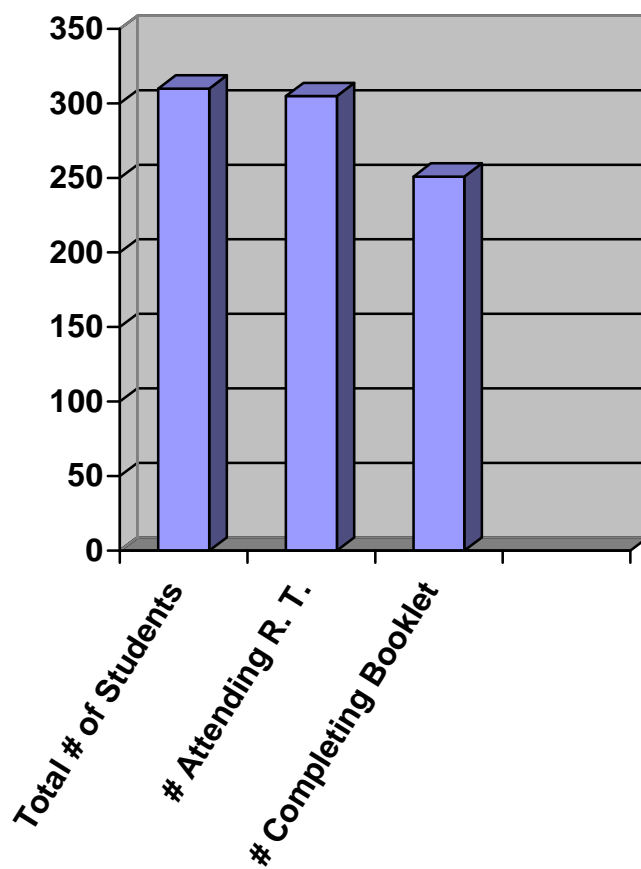
2007

Process Data

310 9th grade students

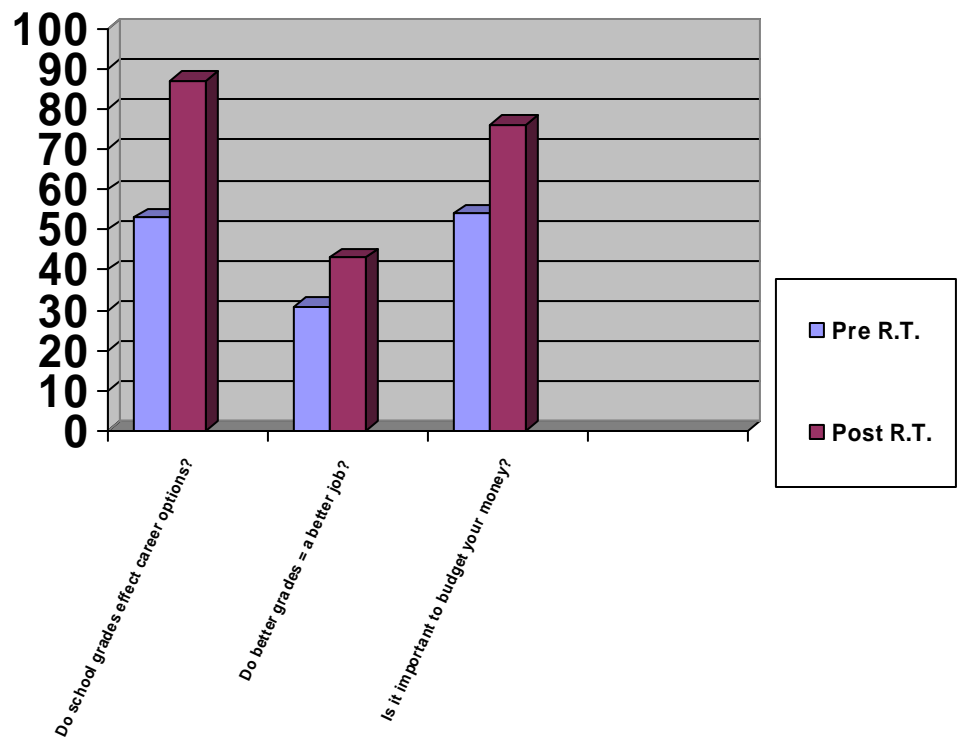
305 Attended Reality Town

251 Completed the Reality Town Booklet.



CCGP Guidance Activities
Eastmont Middle School
2007
Results Data

Percent of yes answers - pre and post Reality Town.



CCGP Data Project (Small Group)
Eastmont Middle School
2007

Abstract

At Eastmont Middle School we identified and targeted 18 Hispanic students that were failing three or more core classes by the end of the first quarter. We introduced an individualized (self identified) goal contract, a weekly monitoring system, missing assignment work-sheet and math tutoring. Modes of measurement consisted of tracking weekly scores for a total of 15 weeks. The students for this study were coded numerically and their scores were graphed every three weeks. The student identified class of greatest concern was used for the study. Results revealed that 83% of the student's scores had increased by the end of the study as compared to their starting score. Overall, every student increased their scores during some point of the study, even though 11 decreased from their high score by the conclusion of week 15.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Eastmont Middle School

District: Jordan

Target Group: Eighteen Hispanic students with 3 or more F's in core subjects by the end of the 1st quarter.

Target Group selection is based on the following data/information/school improvement goal: CSIP goal #4-1 To develop a process to identify and monitor at-risk students and coordinate support services. CSIP goal # 3 To provide an individual(s) who tracks failing students, provides support and solicits parental support.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|--|--|---|---|--|----------------------------------|
| To earn passing grades in core subjects by: setting a self-identified goal, signing a contract, increasing organization skills; by using the school planner, self-direction, monitoring progress, attending teacher enrichment and tutoring sessions. | DRSL: Life long learner who initiates own learning by setting personal goals and developing individual learning skills that will help achieve those goals. Responsible citizen Recognizes and respects diversity and differences in others; assumes responsibility for personal actions. | Student self-identified goal and contract, introduction of a missing assignment work-sheet and notebook, daily use of the planner, weekly monitoring of the student, printing out grades on Power School and reviewing the printouts with the student, encouraging the student to assume responsibility for making up late and/or missing assignments. | Teachers: provide weekly written assignments, encouragement, and enrichment after school, also math teachers provide before and after school tutoring. Counselors: assist the student by weekly monitoring of Power School, planner use and missing assignment work-sheet, encouragement and building self-esteem. | Data: Tracking each student's weekly grades from their identified core class for 15 weeks. Coding and graphing the scores numerically every three weeks. | December 1, 2006 Initial consultation with identified students, set up contract and process. March 30, 2007 End project, finish collecting data and graph it. | 18 |

Principal's Signature Jan Sterzer

Date May 9, 2007

Prepared By Julie Taucher

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

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District: Jordan

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|--|---|--|--|--|--|--|--|
| Julie Taucher Diane Florez (Ret. 2/15/07) Larry Swim | 18 Hispanic students with at least 3 F's in core subjects by the end of the 1 st quarter | Student self-identified written goal and contract, missing assignment worksheets and notebook, student planner, weekly monitoring and Power School printouts, teacher/parent/counselor emails, study skills and organization handouts and instruction. | December 1, 2006 March 30, 2007 | 18 Hispanic students were identified and received a written goal/contract sheet, missing assignment worksheet, weekly monitoring, weekly Power School printouts, Planner checks, instruction in study skills and organization. | 18 students that had three or more F's identified one subject they wanted to improve their grade in. Their grade percentage was recorded on the start date and kept weekly for 15 weeks. | 15 of the 18 students ended the study with grade percentages (scores) higher than the grade recorded at the starting date. 14 of the 18 students increased their overall scores significantly at some time during the study, but were unable to maintain the grade. | The interventions may have been effective for 15 of the 18 students, enabling them to continue improving or at least to maintain their scores. Overall, the interventions did not consistently motivate the students and their scores fluctuated from week to week. The students are more aware of missing assignments, teacher enrichment and Power School components. More interventions need to be explored and developed. Data does not show:: One student with school phobia that was able to begin attending class because of the interventions |

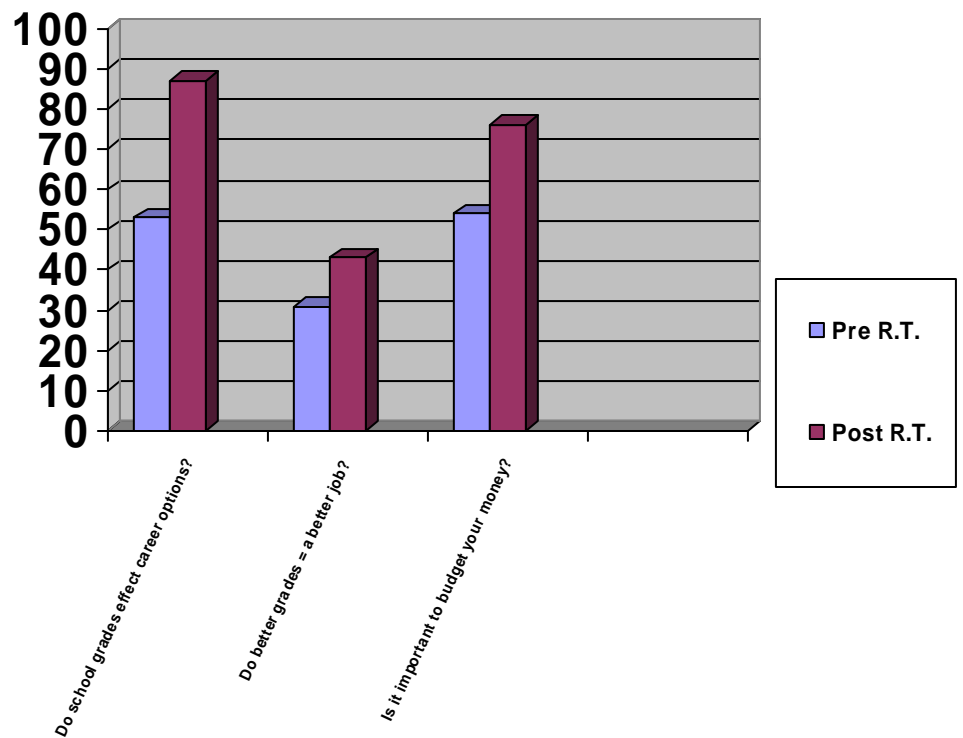
Principal's Signature Jan Sterzer

Date May 10, 2007

*Adapted from the *ASCA National Model: A Framework for School*

CCGP Guidance Activities
Eastmont Middle School
2007
Results Data

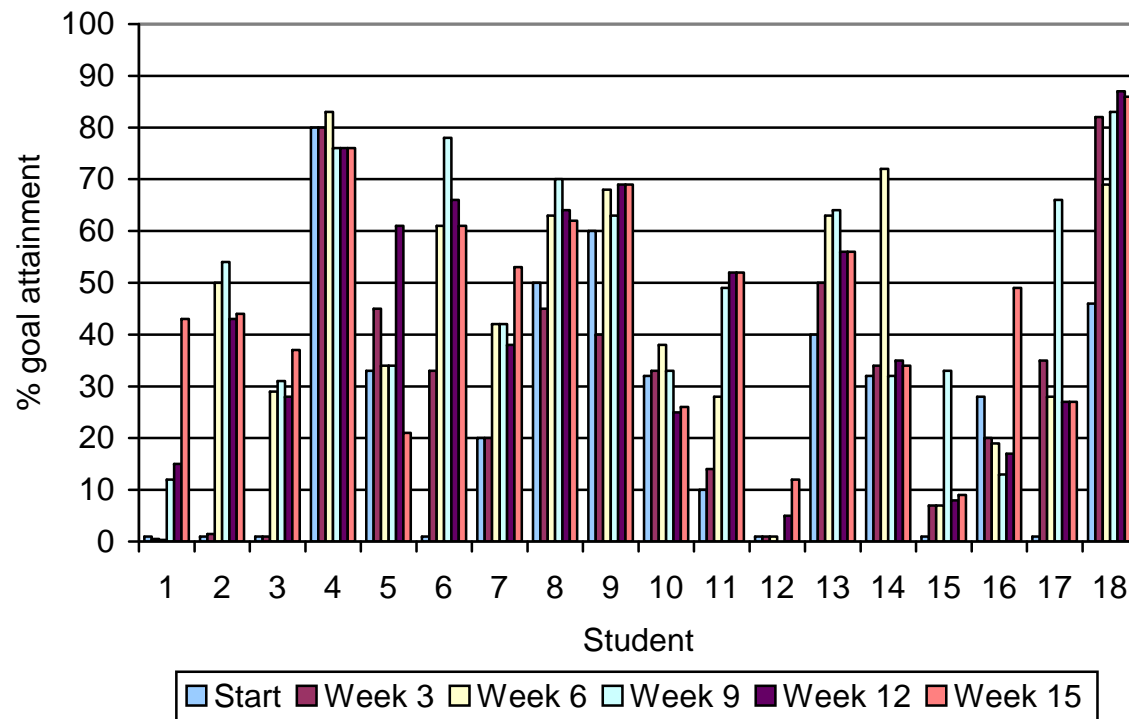
Percent of yes answers - pre and post Reality Town.



Closing the Gap 2007 Eastmont Middle School

Results Data:

15 of the 18 students ended the study with grade percentages (scores) higher than the grade recorded at the starting date.



Closing the Gap

Large Group

Counselor: Richard Farley, Tori Gillett

Target Group: The entire student body and faculty.

Curriculum and Materials Used: Learning Style assessment (C.I.T.E.)

Start Date/End Date: Assessment/survey given December 2006 –no end date yet –on going study

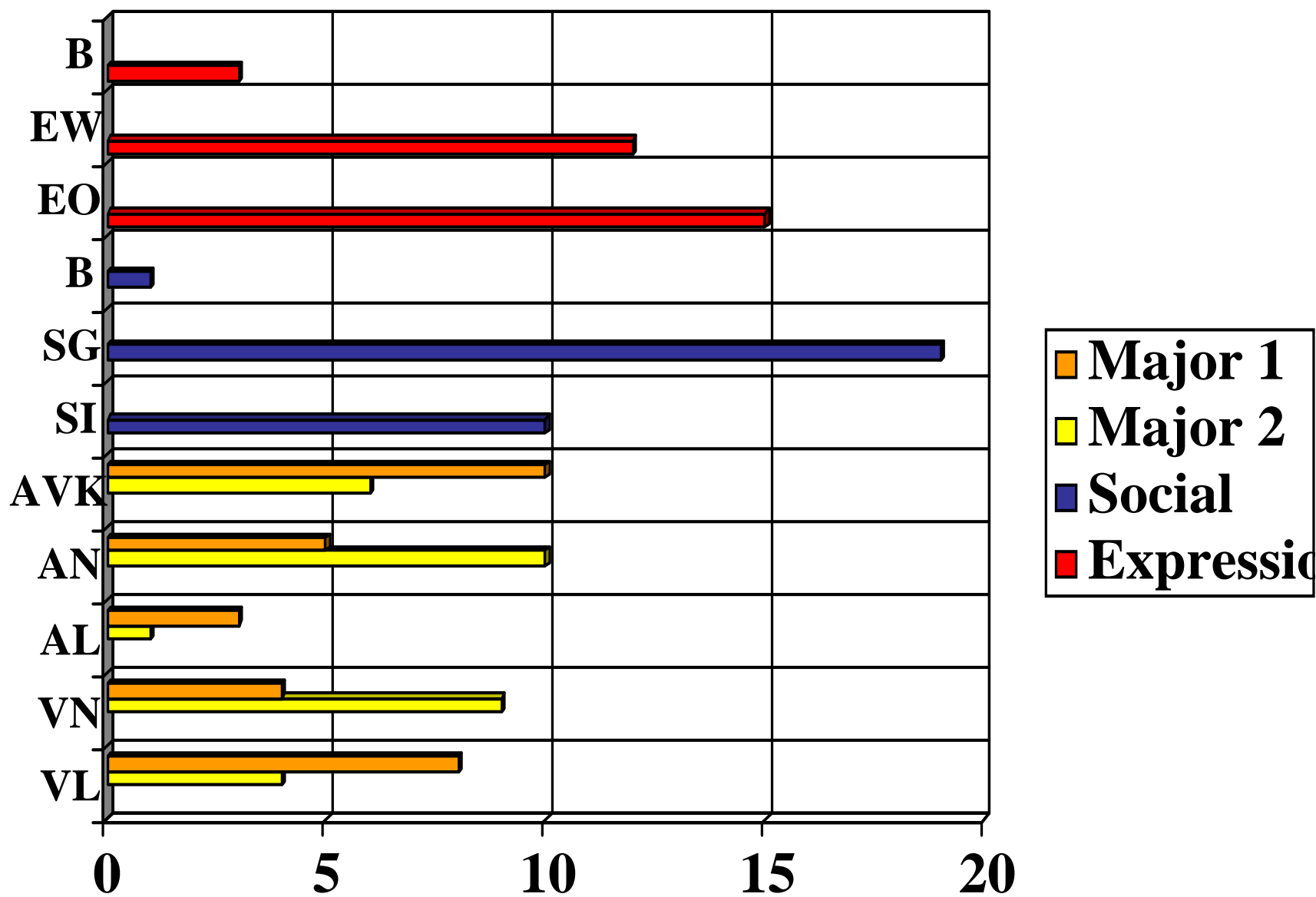
Process Data Number of Students Affected: All students and faculty took the survey – 1204 students and 67 faculty members

Perception Data: Every student and faculty member participated in the assessment. The results were compiled and information shared during their 8th grade SEOP. Charts and other information will be compiled and disaggregated during the summer months. The information gathered, will then be used to help meet the needs of struggling students and frustrated teachers.

Results Data: The results will be compiled and distributed to the English teachers only for this year. The information will be used to help meet the needs of the students. Our goal is to help students learn about different learning styles and how best to use that information. For example if a student is a Visual Learner and the teacher is a Auditory Teacher/learner; the student might struggle because of the distinct differences in learning styles. The information gathered will help us recognize that difference and in turn we can help the student learn new ways of learning. If those efforts prove useless than we can transfer the student to a teacher of similar learning styles. See attached pages for sample of charts and suggestions for teachers and students.

Implications: The data is inconclusive at this point. Long term studying will provide us with the data we are seeking in measurable terms. For example: after having made efforts to educate and train students an teachers, did it make a difference for at least one child? Hopefully we can devise ways of measuring our successes.

Cotton 1



Legend

Bottom to top

VL – Visual Language

VN – Visual Numerical

AL – Auditory Language

AN – Auditory Numerical

AVK –Auditory, Visual, Kinesthetic

SI – Social Individual

SG – Social Group

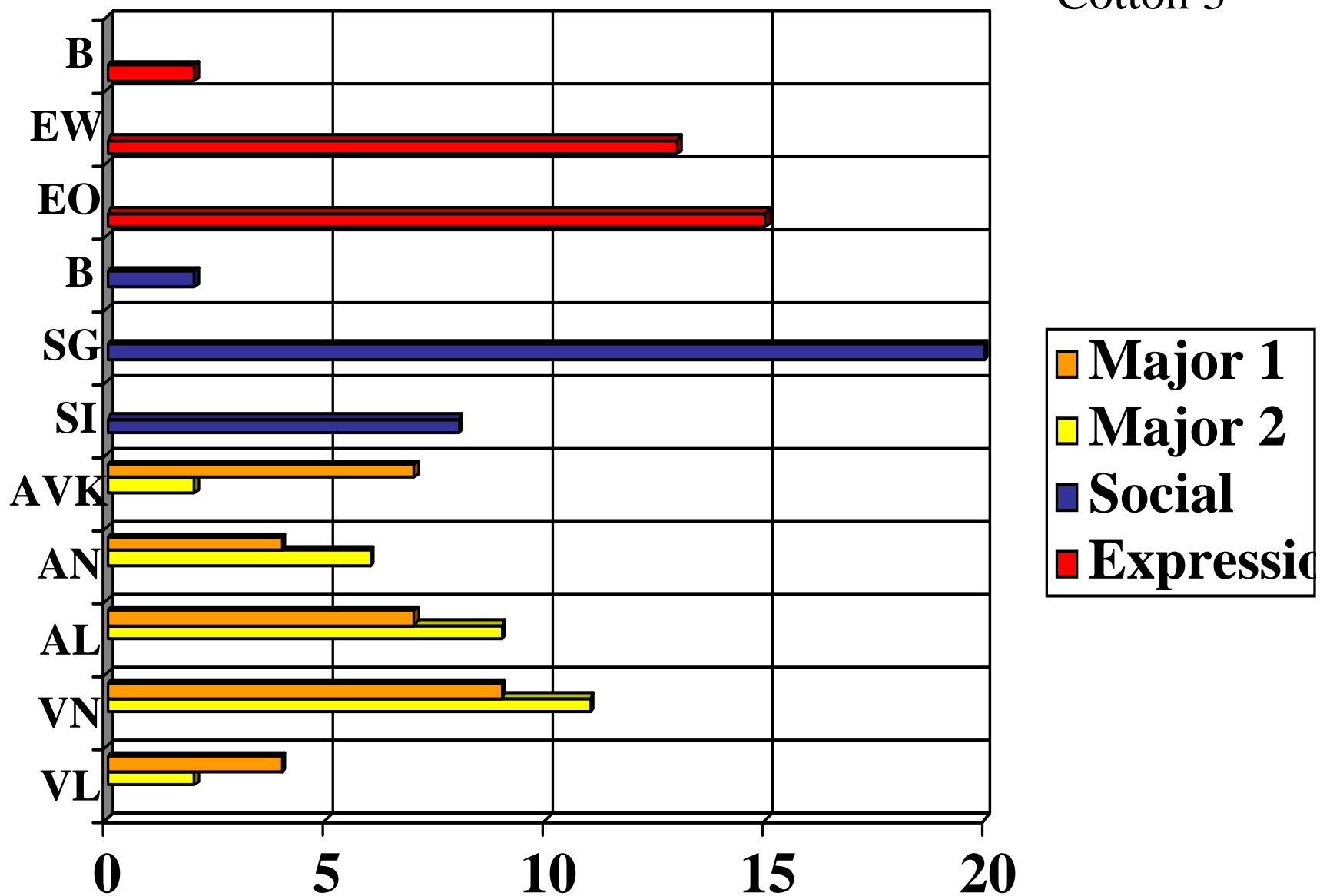
B – Both Ind. And Group

EO – Expressive Oral

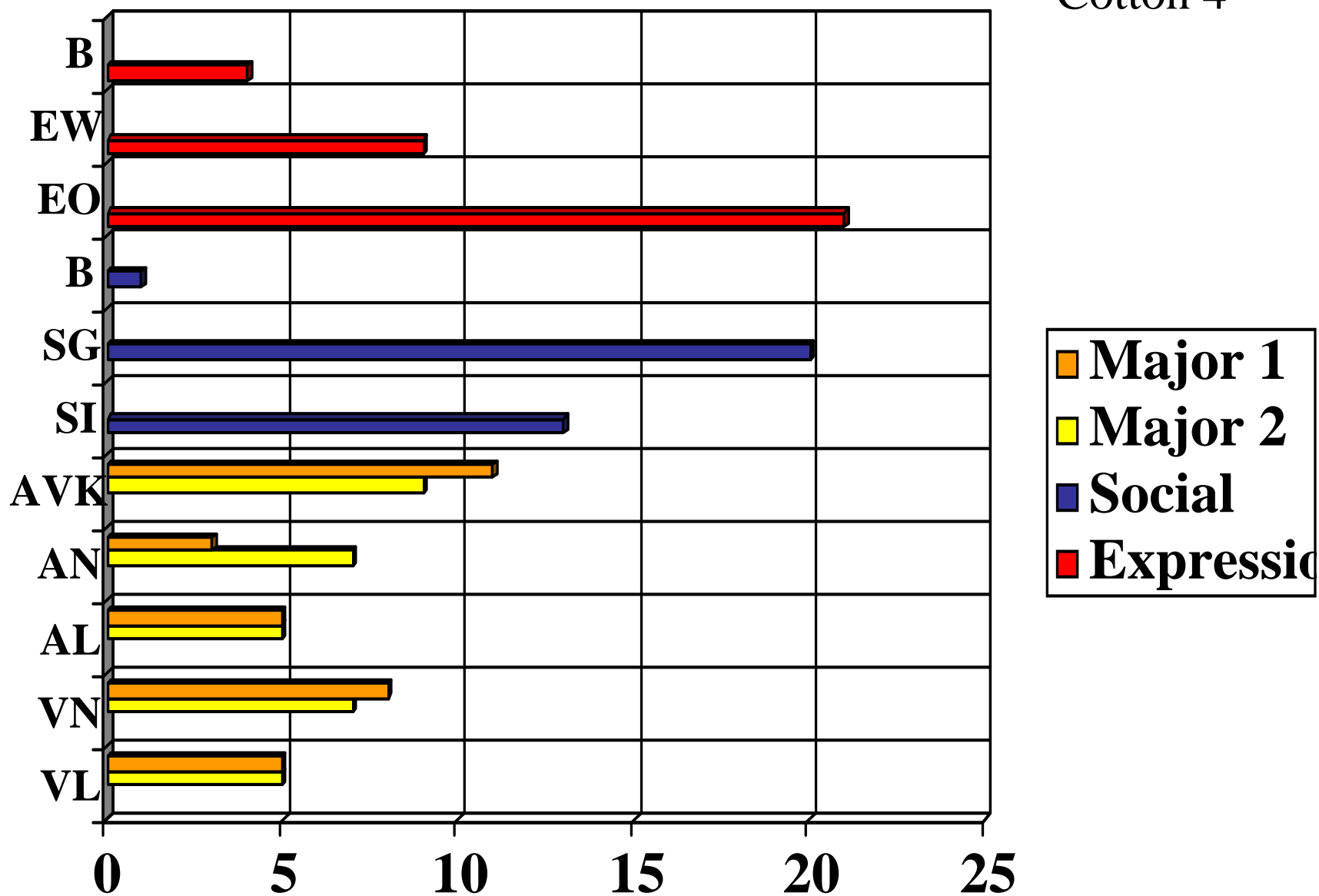
EW – Expressive Written

B- Both Oral and Written

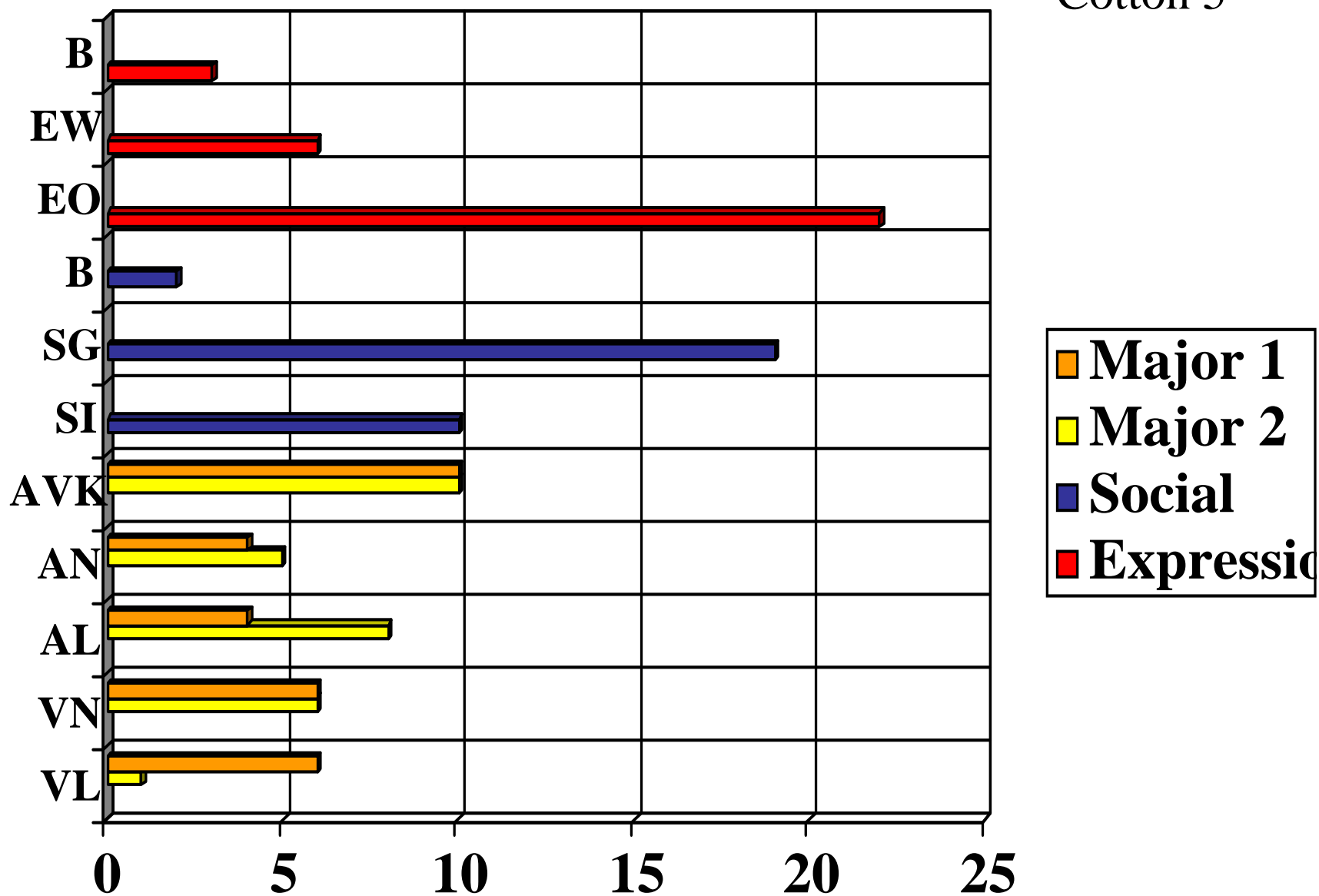
Cotton 3

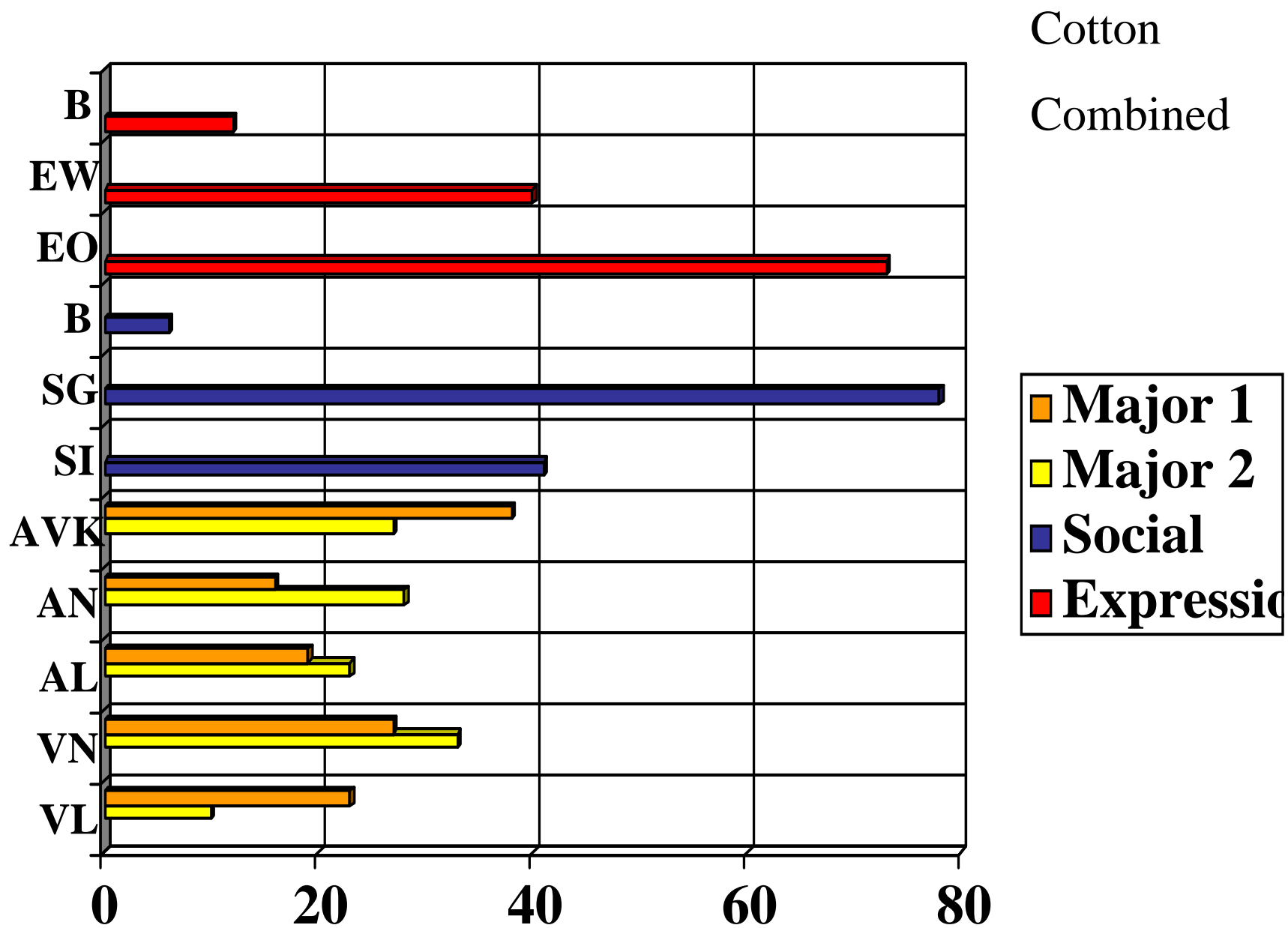


Cotton 4

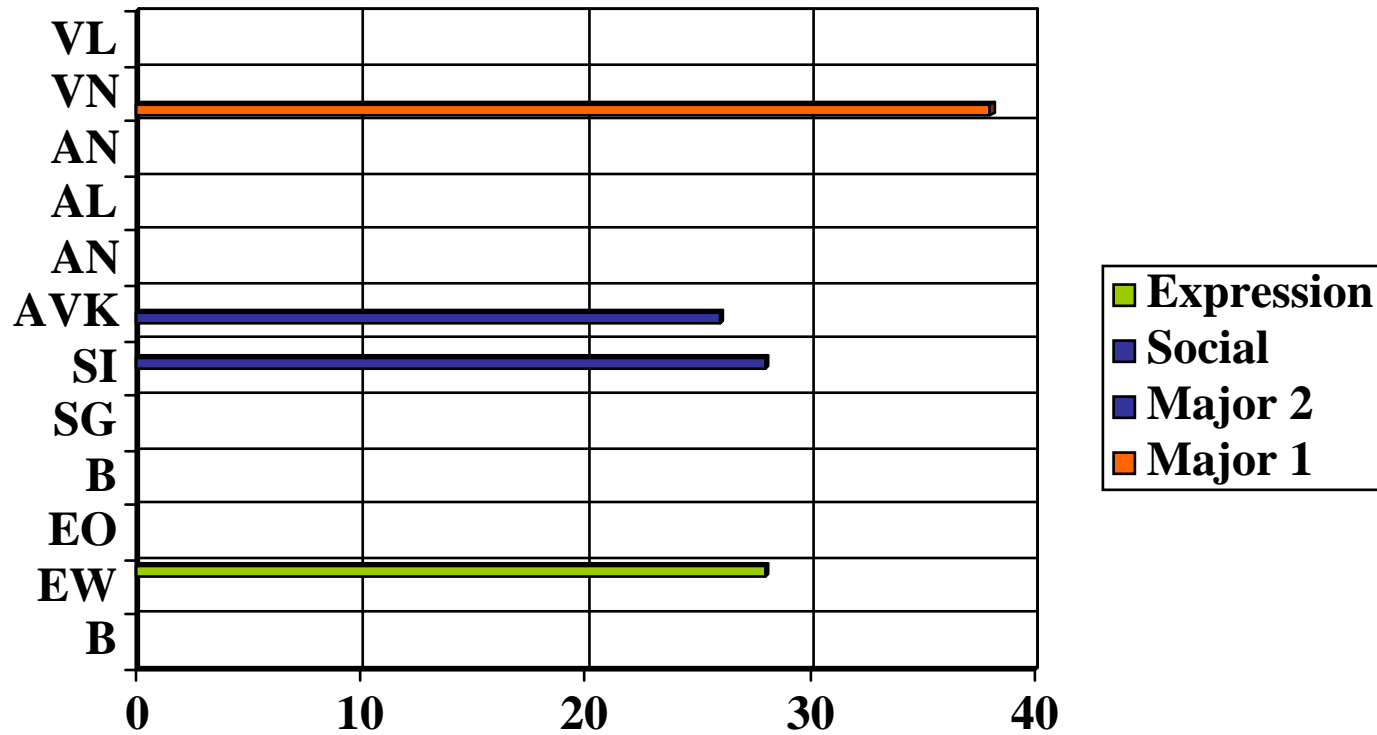


Cotton 5





Cotton's own score



Data Project Report Abstract 2007

The purpose of this project was to assist the school to achieve AYP status in mathematics. The administration identified the Socio-Economically Disadvantaged Students as the target group and requested support from the guidance department. Because of declining enrollment, counselors were cut from 2 full time people to 1.5. As a result, Comprehensive Guidance and Land Trust monies were combined to fund .5 counselor and to hire a math tutor. The guidance team regularly counseled with students about math and referred students to the tutor. Although the actual results of AYP will not be available for review until August, our findings indicate a critical change in our school community. The needs of increasing numbers of SEDS will gain prominence in our school-wide focus.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007

| | |
|-----------------------|---|
| School: | Joel P. Jensen Middle School (Jordan School District) |
| Target Group: | Economically Disadvantaged Math Students |
| Selection Basis: | In order to support the school CSIP goal of meeting AYP in Math and the school DSRL that it addresses, Life-Long Learning, students were selected from data available at the district that fell in the Economically Disadvantaged category. |
| Guidance Content: | Identify targeted students and their respective math classes. Meet with Math team to coordinate goals, implementation plan, and utilization of math mentor. Correlate contacts and FROG teacher referrals. |
| CCGP DRSL: | Increase student preparation and performance in math. |
| Curriculum/Materials: | A mentor will be provided to work with individual and small groups of students to track student performance and provide instruction as needed |
| Start/End Dates: | October 2006/May 2007 |
| Students Impacted: | 376 students (40 % of studentbody qualify as Economically Disadvantaged) |
| Presentation: | Students will be contacted through individual appointments and Math classes. |
| Evaluation: | Data will be reviewed for student GPA and Math percentile. Student performance in completing assignments will be checked |

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007

| | |
|-----------------------|--|
| Counselors: | James Jackson, Wendy Bartlett, Tracy Jones |
| Target Group: | Math classes |
| Curriculum/Materials: | Current math textbooks used by respective teachers. Team notes and planning materials. Individual support curriculum from math department. |

| | |
|------------------|---|
| Start/End Dates: | October 2006/May 2007 |
| Process Data: | 396 students qualify in the Economically Disadvantaged category |
| Perception Data: | 39 students chosen as a sample from all levels of math instruction (see attached Excel data) |
| Results Data: | 20.51 % of the students who were part of the October group showed improvement in GPA by third quarter. Further data collection showed that the biggest concern was in assignments completed. When student success was measured by the average of the work actually submitted, it was found that 94.87 % of the students in the sample were doing passing work. 30.76 % of the students were scoring above 90 % for the work completed and submitted. |
| Implications: | Counselor guidance activities, mentor focus and class focus for these students needs to be two fold. Students need to be prepared for CRT exams. Data collected suggests that the concern with this group of student may be attitude and concerns outside of the school setting. GPA reflected a pattern of not completing work, not a lack of understanding math concepts. Organization skills should be taught and the importance of turning in work. |

Small Group Closing the Gap Abstract 06-07

The purpose of this study was to correlate attendance components of UBI with truancy mediation. Two administrators, the attendance secretary, and the counselors participated in truancy mediation for 38 students. Absences were tracked and parents were notified in compliance with state guidelines. Counselors provided individuals with regular sessions of successful school strategies throughout the year. Comparative data of both tardies and absences was analyzed in relation to the mediations. We concluded that, although specific student needs were identified and addressed, modifications set up during mediation had little immediate affect on attendance. Opportunities to participate in UBI activities directly affected tardies but had no affect on truanies. Data analysis also seems to indicate many students transfer schools before attendance issues are resolved.

Utah CCGP—Guidance Activities Action Plan (Small Group) 2006-2007

| | |
|--------------------------|--|
| School: | Joel P. Jensen Middle School (Jordan School District) |
| Target Group: | Students with truancy concerns |
| Selection Basis: | Students who were chosen for tracking this year have established a record of truancy either this year or last year. Students with over fifteen days of unexcused absence are placed on a list. Students who have previously been referred for mediation are also on the list. |
| Guidance Lesson Content: | Students are contacted regularly re: attendance. Personalized planning and creative scheduling are modified regularly to address changing needs of student and family. |
| CCGP DRSL: | Increase student attendance to improve student success in school. |
| Curriculum/Materials: | Powerschool data, individual conferences, telephone contacts, Elements of School Success, goal setting and evaluation lessons, assorted organizational and time utilization plans. |
| Start/End Dates: | September 2006/May 2007 (Third year of study) |
| Students Impacted: | 33 |
| Presentation: | Students with a truancy record in excess of 15 days of unexcused absence. Total number of tardies are also tracked |
| Evaluation: | Data is a continuation of a three year study of truancy, mediation and tracking. Student absence is tracked and compared against last year absences. Tardies are also tracked. Students who have more than twenty absences can be referred for mediation. This is a step toward court referral |

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007

| | |
|---------------|--|
| Counselors: | James Jackson, Wendy Bartlett, Tracy Jones, Mark Stanley |
| Target Group: | Students with truancy concerns |

| | |
|-----------------------|--|
| Curriculum/Materials: | Powerschool data, individual conferences, telephone contacts, Elements of School Success, goal setting and evaluation lessons, organizational study skills from various sources. |
| Start/End Dates: | September 2006/May 2007 (Third year of study) |
| Process Data: | 33 Students either were already being tracked or became truancy concerns during the year (see attached Excel data) |
| Perception Data: | 38 Students |
| Results Data: | 5 students withdrew from our school before the year began. These students were referred for truancy mediation last year. Six additional students withdrew during the school year. One student withdrew but returned to us during the school year. 3 students were referred for mediation that had not previously been referred. 2 students were referred to JAMS, the district alternative middle school program. 2 students were referred to court having been through mediation. One student received a 45 day suspension. 7 students showed improvement |
| Implications: | Truancy remains a definite problem among a small population of the school. It would appear that our most positive outcome this year was that almost a third of the students we were working with chose to withdraw. We retain our concern for these students. Mediation helped us understand that in several cases their concerns were many and school was a fairly minor part of the whole. Mediation is a very workable part of our attempt to meet student needs by understanding them better. Monitoring, mediation and recognition for improvement do work for at least some of these students. |

The purpose of this study was to assess the effects of a Reality Town Program for 9th Grade students at Midvale Middle School. This program utilizes classroom curriculum and a simulation allowing students to try out their budgeting and finance skills. This study was based on a pre and post test in addition to written student anecdotal comments at the conclusion of the program. Data was collected from 200 students who took both the pre and post tests. Students were given a 10 question pre and post test to determine their knowledge base before the program began. After the program, results revealed that students significantly increased their knowledge of the desired skills through this process. Test scores increased over 23%.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: _____Midvale Middle School_____ District: _____Jordan School District_____

Target Group: (whole school, entire class, grade level) _____9th Grade_____

Target Group selection is based upon the following data/information/school improvement goals: Students will be problem solvers

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/ Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|---|---|---|-----------------------------------|---------------------------------------|---|--|
| <i>Problem solve in a reality based situation: Reality Town</i> | Inform students In career, financial, budgeting, GPA, using a checking account, making wise purchasing decisions | Reality Town lessons including: Interest, resume writing, employment dress, check writing, interest rates, debt, employment skills | 9/01/06–10/30/06 | 231 | Geography, English and Homeroom | <i>Pre/Post Tests, written evaluations</i> |

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: _____Midvale Middle School_____ District: _____Jordan School District_____

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|--|-----------------------|-------------------------------------|---------------------|---|---|---|---|
| Phil Leatherwood April Sagala April Sagala | 9 th Grade | Reality Town Curriculum & Materials | 9/01/06 – 10/30/06 | 231 | A pre-test was given assessing student knowledge of basic finance and career information. | 200 students took both the pre and post tests. (Other students participated but were not able to take both tests). There was over a 23% increase in student knowledge. Student written responses in their evaluation books were extremely positive about the curriculum and their experience. | There is a need to continue this program and curriculum to increase and maintain student awareness of basic finances and budgeting. |

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: _____Midvale Middle School_____ District: _____Jordan School District_____

Target Group: _____8th and 9th Graders Enrolled in Study Skills_____

Target Group selection is based on the following data/information/school improvement goal: Students will be life long learners

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---------------------------|--|--|------------------------------------|---|-------------------------|--|
| Grade Improvement | Knowledge of the benefit of educational achievement to career opportunities | Planners Power School Reports Study Skills Assignments from core teachers | 8/28/06-6/01/07 | 52 | Study Skills Class | The GPA of the quarter just before taking the Study Skills class as compared to the first quarter enrolled in Study Skills |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Midvale Middle District: Jordan School District

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|--|---|--|---------------------|---|--|--|---|
| Karen Ward Phil Leatherwood April Sagala | Students enrolled in Study Skills classes | Planners Power School Reports Study Skills Assignments From core class teachers | 8/28/06 to 6/01/07 | 52 | Pre-Evaluation average of prior quarter before taking study skills GPA 1.3 Post-evaluation average after the first quarter of taking study skills GPA 1.9 | There was a 0.6 overall GPA improvement | 41 students improved their grades 10 got worse 2 students improved their grades by 2 grades There are many factors contributing to failing students The study skills class helped |

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Study Skills 2006-2007 6/01/07

| Name | Grade | QTR. GPA Prior to S.S. | QTR. GPA After S.S. | Difference |
|------|-------|---------------------------|------------------------|------------|
|------|-------|---------------------------|------------------------|------------|

5th Period 1st sem

| | | | |
|---|-----|-----|------|
| 8 | 0.4 | 1.1 | 0.7 |
| 8 | 1.7 | 1 | -0.7 |
| 8 | 0.4 | 0.9 | 0.5 |
| 8 | 0.9 | 2 | 1.1 |
| 8 | 0 | 0.9 | 0.9 |
| 8 | 2.8 | 3.5 | 0.7 |
| 8 | 1.7 | 2.1 | 0.3 |
| 8 | 0.9 | 0.9 | 0 |
| 8 | 0.5 | 1.7 | 1.2 |
| 8 | 0.3 | 0.6 | 0.3 |
| 8 | 1 | 1.7 | 0.7 |
| 8 | 0.9 | 2.3 | 1.4 |
| 8 | 0.8 | 0.6 | -0.2 |

5th Period 2nd sem

| | | | |
|---|-----|-----|------|
| 9 | 1.3 | 1.2 | -0.1 |
| 9 | 2.6 | 1.1 | -1.5 |
| 9 | 1.8 | 2 | 0.2 |
| 9 | 2.2 | 0.1 | -2.1 |
| 8 | 0.7 | 1.5 | 0.8 |
| 8 | 1.2 | 2.2 | 1 |

6th Period 1st sem

| | | | |
|---|-----|-----|-----|
| 9 | 1.7 | 3.3 | 1.6 |
| 9 | 1 | 1.5 | 0.5 |
| 9 | 0.2 | 1.7 | 1.5 |
| 9 | 1.2 | 3.8 | 2.6 |
| 9 | 1.1 | 3.5 | 2.4 |

6th Period 2nd sem

| | | | |
|---|-----|-----|-----|
| 9 | 1.6 | 3 | 1.4 |
| 9 | 0.9 | 2.5 | 1.6 |

7th Period 2nd sem

| | | | |
|---|-----|-----|------|
| 9 | 1.4 | 1.9 | 0.5 |
| 9 | 2 | 1.1 | -0.9 |
| 8 | 1.8 | 2 | 0.2 |
| 8 | 1 | 2 | 1 |
| 8 | 0.6 | 0.1 | -0.5 |
| 8 | 1.5 | 0.5 | -1 |
| 8 | 2.4 | 2 | -0.4 |
| 8 | 1 | 0.7 | -0.3 |
| 8 | 1 | 2 | 1 |

8th Period 1st sem

| | | | |
|---|-----|-----|-----|
| 9 | 1.6 | 2.4 | 0.8 |
| 9 | 1.4 | 3 | 1.6 |
| 9 | 1.2 | 3.4 | 1.2 |
| 9 | 0.8 | 2 | 1.2 |
| 9 | 2 | 2.3 | 0.3 |
| 9 | 1.8 | 2.9 | 0.9 |
| 9 | 1.6 | 3.2 | 1.6 |

8th Period 2nd sem

| | | | |
|---|-----|-----|-------|
| 9 | 1.5 | 2.7 | 1.2 |
| 9 | 1.2 | 2.6 | 1.4 |
| 9 | 1.3 | 2.3 | 1 |
| 9 | 1.8 | 2.4 | 0.6 |
| | | | <hr/> |
| | | | 32.2 |
| | | | 0.6 |

From: Lisa Hardy [mailto:lisa.hardy@jordan.k12.ut.us]
Sent: Friday, May 25, 2007 10:44 AM
To: Sachse, Tom
Subject: Abstract Large Group 06-07 Oquirrh Hills Middle School

Oquirrh Hills Middle School CCGP Large Group Project Abstract **2006/2007**

In this project, 341 eighth grade students and their parent/guardian at Oquirrh Hills Middle School were surveyed to obtain their opinions about our individual eighth grade SEOP process. Based on our most recent needs assessment the counseling center discovered that parents and students were not receiving information they desired about high school graduation requirements and opportunities available to them once in high school. The counselors at OHMS created a survey where parents and students were asked about their SEOP experience and specifically about if they now understood the high school graduation requirements along with the new UBSCT requirement. The results were: 98% of parents and students felt they had a better understanding of high school graduation requirements, 99% indicated they understood the UBSCT requirement, and 99% felt that the SEOP process was valuable, informative, and meaningful.

From: Lisa Hardy [mailto:lisa.hardy@jordan.k12.ut.us]
Sent: Thursday, May 24, 2007 3:17 PM
To: Sachse, Tom
Subject: large group data

Tom, Here is Oquirrh Hills Middle school large data project. I will send the small project tomorrow.
Thanks, lisa hardy

Guidance Activities ACTION PLAN (Large Group)- 2006/07

School: Oquirrh Hills Middle school

District: Jordan

Target Group: 8th grade students

Target Group selected is based on kour most recent needs assessment, parents and students wanted more information regarding High school graduations requirements and which classes to take as a 9th grader.

Guidance Lesson Content:

We held individual SEOP conferences with each 8th grade students and thier parents, afterwhich we had them fill out a survey regarding the information that was presented during the SEOP conference.

We discussed high school graduation requirements as well as other opportunities that the district offers such as concurrent enrollment, work release, etc. We included a Holland interest inventory lesson as well as setting goals for the future.

Utah CCGP Student Outcome (DRSL):

Academic/Learning Development; Competency: AL:B1

Life/Career Development; Competency: LC:A1, LC:A2.5 LC:C1.1,4,5 LC:C2.1,2,3,4 LC:C3.1,2,3,4

Personal/Social Development; Competency: AS:A1.3 PS:B1.1

Curriculum and Materials:

List of high school graduation i

List of other district programs-i.e. jordan tech center

Holland code/personality inventory

Concurrent enrollment info.

UBSCT info. sheet

Planning for Life After High School booklet

Project start/end dates

Start: Nov. 2006

End: March 2007

Projected Number of Students Impacted

341 students and parents

Lesson will be presented in the history classes. We also scheduled the individual SEOP meeting with each student and parent in the evening.

Evaluation Methods:

Parent and student will complete a survey at the completion of the individual SEOP conference and rate their satisfaction level of the information that is presented.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: _____Oquirrh Hills Middle School_____ District: _____
 _____Jordan School District_____

| Counselor | Target Group | Curriculum and Materials Used | Start Date/ End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|---------------------------|--|---|---|---|---|---|--|
| Lisa Hardy Cathy Groot | 8 th grade parents and students | Career Choices software Graduation requirements UBSCT information sheet Jordan School District Tech information sheet Preparing for Life After High School pamphlet | Start date: Nov. 2006 End Date: March 2007 | 341 | Parent/student SEOP exit survey | 98% of students/parent reported having a better understanding of high school graduation requirements following the individual SEOP with their counselor. 99% of student/parents reported and better understanding about the UBSCT requirement for high school graduation. 99% of student/parents found the SEOP process informative, meaningful and valuable. | This data indicates that students and parents are satisfied with the information that counselors include in the individual 8 th grade SEOP and that their time is well spent attending such meetings. |

Oquirrh Hills Middle School CCGP Small Group Project 06/07

Abstract

In this study, 20 randomly selected ninth grade students with a cumulative G.P.A. between 1.5 and 2.5 were selected to participate in our cone's data collection study. Each counselor met twice a quarter with each of their 10 students to discuss good study habits, organizational skills, problem solve any barriers to success, and to set academic goals. Counselors tracked and recorded the final quarter grades for each of these students and compared them with a control group of an additional 20 randomly selected ninth grade students with a cumulative G.P.A. between 1.5 and 2.5. The results, as of 3rd quarter, show that 68% of the study group participants increased their cumulative G.P.A. while only 40% of those in the control group increased their cumulative G.P.A.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Oquirrh Hills Middle school District: Jordan

Target Group: 20 randomly selected 9th graders with a cum GPA between 1.5 and 2.5.

Target Group selection is based on the following data/information/school improvement goal: This is a long term data project created by the Riverton feeder cone. We would like to find out if working with students on an individual basis could help them find more success in their high school experience.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|---|--|---|---|--|---|
| Help students learn study skills and time management needed to be successful students | Domain: Academic/Learning Development Competencies: AL:A1,A2,A3 Domain: Personal/ Social Development Competencies: PS: B1, | Meet individually twice a quarter with 10 9 th grade students per counselor. Review previous quarters accomplishments and challenges. Set new goals, problem solve current issues, discuss what habits need to be implemented to make them successful in the classroom. When students achieve their goal we reward their success and celebrate their achievement. | Counselor time Computer w/ excel spreadsheet Rewards (pizza party, candy, etc.) | Improvement will be measured in two ways: <ul style="list-style-type: none"> Cum GPA improvement Quarterly goals accomplished | We are in the 3 rd year of a 6 year study. Each year we meet with a new set of 9 th graders starting in Sept. thru June Our feeder high school continues to meet with these students on the same schedule as indicated above. The study will be complete in 2009/10. | 20 9 th grade students each year for 6 years for a total of 360 students at the conclusion of the study. |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: *Oquirrh Hill Middle School* District: *Jordan School District*

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|---------------------------|--|--------------------------|--|--|--|---|---|
| Lisa Hardy Cathy Groot | 9th grade students with a cum GPA between 1.5 to 2.5 | N/A | This is a 6 year data collection study which began : Sept. 2004 to present and will be completed in 2009/10 | 20 9 th graders each school year for 6 years. (Additional 20 9 th graders in control group) | We are measuring the cum GPA from the end of 8 th grade thru end of 12 th grade. (Teaming with the feeder High School) | Each counselor meets with 10 students twice a quarter every year thru high school. We counsel students about study skills and any barriers to success. We set at least one goal per quarter and discuss strategies to accomplish their goal. This years results show that 68% of the students we worked with on an individual basis had an increase their cum GPA at the end of 9 th grade. The control group only had a 40% increase. | This is a long term measurement and has not yet been completed. However, looking at the results for this year, meeting the students individually to help set goals and to monitor their progress may help students feel more accountable and thus perform better. |

Principal’s Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Utah CCGP – Closing the Gap Results Report (large group) 2006-2007
School: South Hills Middle School
Project Focus: Tolerance
Target Group: whole school
Contact: Linda Tranter 412-2410 Email: linda.tranter@jordan.k12.ut.us

CGP DRSLs: MG:A1, 1,2,3,4, MG:A2, 1,2,3, MG:A3, 1,2,6, PS:A1, 3,5,7,8, PS:A2, 1,2,3,4, PS:B2, 1,2,3,4,5,6, PS:B3, 2,3,4, PS:C1, 1,2,3, PS:C2, 1,2,3,4,5,

ABSTRACT

This project is designed to address tolerance issues at South Hills Middle School. Faculty and students indicated on the needs assessment that students need help at school in respecting individual differences in ethnicity, culture, race, religion, disabilities, points of view and lifestyle. Several strategies were used in bringing about more awareness and tolerance for others.

PROJECT DESCRIPTION

Introduction:

Our reasoning that students needed information and training on tolerance was a result of our needs assessment. We gave a tolerance survey in October of 2006 and our findings were that over 260 students out of approximately 600 believed that racism was a problem in our community. Over 250 had been made fun of because they were different and over 480 had seen others made fun of because they were different. Approximately 354 students know others with racist attitudes and over 530 students have friends who are not the same race as they are. Over 375 students stated that there was a need to teach tolerance at South Hills Middle School. Our hope is to raise the level of awareness to gain respect for others.

Participants:

We targeted all students at South Hills Middle School.

Method:

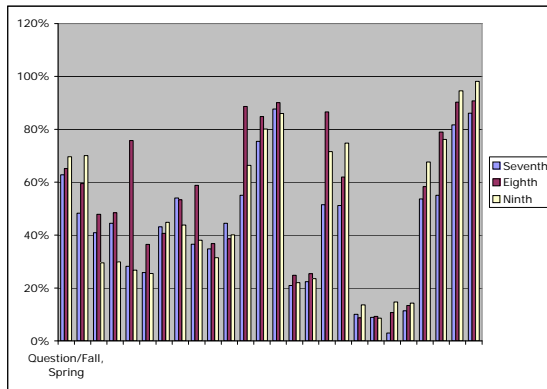
- Counseling Center administered a tolerance survey in October in TA classes
- Counseling Center initiated “Mix it up” day November 14, 2006.
- Tolerance lessons given in TA’s in November
- Teams did tolerance units in April including subjects and activities such as:
 - Martin Luther King day and Civil rights discussions
 - Watched Glory Road and made eulogies of civil rights leaders
 - Read “Words by Heart” and “Roll of Thunder” talked about religious intolerance in the Nauvoo period resulting in the Utah immigration.
 - Jacinto Peterson (counselor from JSD) did a tolerance unit w/ 8th grade team
 - Tolerance Museum in Media Center – Student projects displayed
- In April the administration gave every 9th grade student the book “Mississippi Trial, 1955” by Chris Crowe. The book was made available to every 7th and 8th grade student and the whole school read the book. In May Chris Crowe came to the school and did two assemblies on his book that talked about the Emmitt Till story about a 14 year-old African American boy who was murdered in Mississippi.

RESULTS

Our results show that in the fall an average of 94% of SHMS students feel safe at school and in the spring an average of 91% feel safe at school. The change is not significant.

Significant attitudes include:

Fall – 76% of the 8th grade students felt racism was a problem at our school and in the spring only 36% felt it was a problem. 8th grade students also reported a 50% increase that they had been made fun of because they were different. There was a 21% increase in the spring with 8th grade students who know people with racist attitudes. The 7th and 9th grades did not have significant changes.



DISCUSSION

Our results indicate that the 8th grade students improved significantly in attitude and understanding about racism in the areas of: racism in the school and city. They recognized that they had been made fun of and were more tolerant of feeling all people living in America should speak English. They were more able in the spring to recognize people who have racist attitudes. The 7th and 9th grade students had slight improvement in attitudes and understanding but overall nothing significant.

Tolerance Survey Re

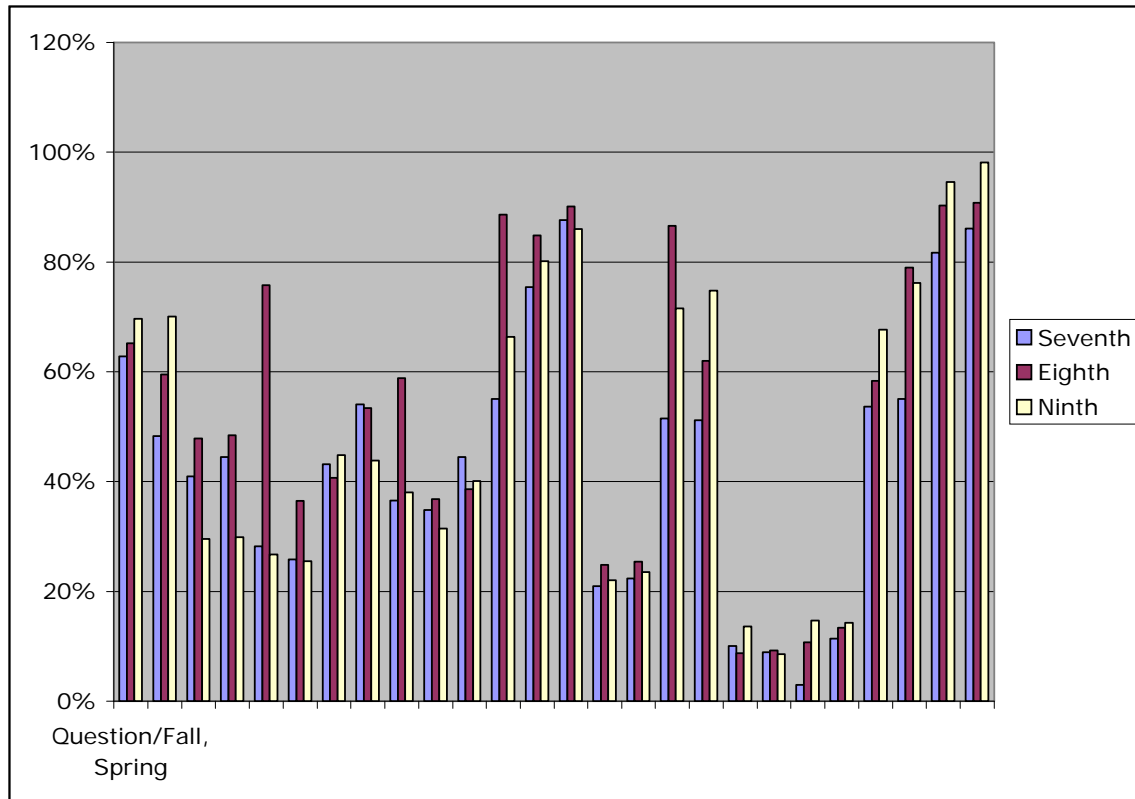
| | | | | | | |
|---|---|------------------|--------|----------|-----|-----|
| 1 | Grade | 7 | | 234 | 89 | |
| | | 8 | | 210 | 196 | |
| | | 9 | | 167 | 107 | |
| | | | | | | |
| | | | | | | |
| 2 | | 7 | Male | 109 | 44 | |
| | | | Female | 125 | 46 | |
| | | 8 | Male | 115 | 100 | |
| | | | Female | 95 | 96 | |
| | | 9 | Male | 76 | 39 | |
| | | | Female | 91 | 67 | |
| | | | | 611 | 392 | |
| 3 | Race | Caucasian | 536 | 344 | | 88% |
| | | Hispanic | 24 | 16 | | 4% |
| | | African American | 5 | 2 | | 1% |
| | | American Indian | 7 | 5 | | 1% |
| | | Asian | 3 | 8 | | 0% |
| | | Arab | 0 | 0 | | 0% |
| | | Multiracial | 17 | 6 | | 3% |
| | | Other | 15 | 3 | | 2% |
| | | | 607 | 384 | | |
| 4 | Do you feel safe at school? | Grade | Yes | Somewhat | No | |
| | | 7 | 147 | 78 | 9 | 234 |
| | | 8 | 135 | 59 | 13 | 207 |
| | | 9 | 115 | 41 | 9 | 165 |
| 5 | Have you ever been bullied? | Grade | Yes | No | | |
| | | 7 | 95 | 137 | | 232 |
| | | 8 | 100 | 109 | | 209 |
| | | 9 | 49 | 117 | | 166 |
| 6 | Is racism a problem in our school? | Grade | Yes | No | | |
| | | 7 | 63 | 160 | | 223 |
| | | 8 | 156 | 50 | | 206 |
| | | 9 | 43 | 118 | | 161 |
| 7 | Is racism a problem in our community? | Grade | Yes | No | | |
| | | 7 | 98 | 129 | | 227 |
| | | 8 | 83 | 121 | | 204 |
| | | 9 | 73 | 90 | | 163 |
| 8 | Is racism a problem only in the big city? | Grade | Yes | No | | |
| | | 7 | 83 | 144 | | 227 |
| | | 8 | 60 | 42 | | 102 |
| | | 9 | 62 | 101 | | 163 |
| 9 | Have you been made fun of because | Grade | Yes | No | | |

| | | | | | | |
|----|--|-------|------|-------|--|-----|
| | you are different? | 7 | 104 | 130 | | 234 |
| | | 8 | 80 | 127 | | 207 |
| | | 9 | 67 | 100 | | 167 |
| 10 | Do you see others made fun of because they are different? | Grade | Yes | No | | |
| | | 7 | 175 | 57 | | 232 |
| | | 8 | 173 | 31 | | 204 |
| | | 9 | 133 | 33 | | 166 |
| 11 | Do you feel intolerant of others? | Grade | Yes | No | | |
| | | 7 | 47 | 177 | | 224 |
| | | 8 | 48 | 145 | | 193 |
| | | 9 | 35 | 124 | | 159 |
| 12 | Do you think people living in America should speak English? | Grade | Yes | No | | |
| | | 7 | 118 | 111 | | 229 |
| | | 8 | 174 | 27 | | 201 |
| | | 9 | 113 | 45 | | 158 |
| 13 | Fact or fiction - men are more adventurous/ambitious than women? | Grade | Yes | No | | |
| | | 7 | 23 | 206 | | 229 |
| | | 8 | 18 | 187 | | 205 |
| | | 9 | 22 | 140 | | 162 |
| 14 | Do you make fun of others who dress differently? | Grade | Yes | No | | |
| | | 7 | 7 | 227 | | 234 |
| | | 8 | 22 | 183 | | 205 |
| | | 9 | 24 | 139 | | 163 |
| 15 | Do you know people who have racist attitudes? | Grade | Yes | No | | |
| | | 7 | 124 | 107 | | 231 |
| | | 8 | 119 | 85 | | 204 |
| | | 9 | 111 | 53 | | 164 |
| 16 | Do you have friends not the same race as you? | Grade | Yes | No | | |
| | | 7 | 192 | 43 | | 235 |
| | | 8 | 186 | 20 | | 206 |
| | | 9 | 156 | 9 | | 165 |
| 17 | During what war did the Holocaust happen? | Grade | WWII | Other | | |
| | | 7 | 139 | 38 | | 177 |
| | | 8 | 135 | 21 | | 156 |
| | | 9 | 118 | 25 | | 143 |
| 18 | What war were Japanese Americans placed in internment camps? | Grade | WWII | Other | | |
| | | 7 | 101 | 41 | | 142 |
| | | 8 | 118 | 26 | | 144 |
| | | 9 | 106 | 21 | | 127 |
| 19 | Do you feel we should teach tolerance in school? | Grade | Yes | No | | |
| | | 7 | 161 | 51 | | 212 |
| | | 8 | 128 | 66 | | 194 |
| | | 9 | 89 | 61 | | 150 |

Results

| | | | | | | | |
|----------------------|----------|----|-----|----------------|------------------|----------------|------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | Fall 06 | Spring 07 | | |
| | | | | % male | % male | | |
| 234 | 90 | | | 47% | 49% | | |
| Seventh grade | | | | 38% | 23% | | |
| 210 | 196 | | | 55% | 51% | | |
| Eighth grade | | | | 34% | 50% | | |
| 167 | 106 | | | 46% | 37% | | |
| Ninth Grade | | | | 27% | 27% | | |
| | | | | | | | |
| 90% | | | | | | | |
| 4% | | | | | | | |
| 1% | | | | | | | |
| 1% | | | | | | | |
| 2% | | | | | | | |
| 0% | | | | | | | |
| 2% | | | | | | | |
| 1% | | | | | | | |
| | | | | Yes | Yes | Yes/Somewhat | Yes/Somewhat |
| Yes | Somewhat | No | | Fall 06 | Spring 07 | Fall 07 | Spring 08 |
| 43 | 38 | 8 | 89 | 63% | 48% | 96% | 91% |
| 116 | 63 | 16 | 195 | 65% | 59% | 94% | 92% |
| 75 | 22 | 10 | 107 | 70% | 70% | 95% | 91% |
| Yes | No | | | | | | |
| 40 | 50 | | 90 | 41% | 44% | | |
| 94 | 100 | | 194 | 48% | 48% | | |
| 32 | 75 | | 107 | 30% | 30% | | |
| Yes | No | | | | | | |
| 23 | 66 | | 89 | 28% | 26% | | |
| 70 | 122 | | 192 | 76% | 36% | | |
| 27 | 79 | | 106 | 27% | 25% | | |
| Yes | No | | | | | | |
| 47 | 40 | | 87 | 43% | 54% | | |
| 103 | 90 | | 193 | 41% | 53% | | |
| 46 | 59 | | 105 | 45% | 44% | | |
| Yes | No | | | | | | |
| 31 | 58 | | 89 | 37% | 35% | | |
| 70 | 120 | | 190 | 59% | 37% | | |
| 33 | 72 | | 105 | 38% | 31% | | |
| Yes | No | | | | | | |

| | | | | | |
|------|-------|--|-----|-----|-----|
| 49 | 40 | | 89 | 44% | 55% |
| 172 | 22 | | 194 | 39% | 89% |
| 63 | 32 | | 95 | 40% | 66% |
| Yes | No | | | | |
| 78 | 11 | | 89 | 75% | 88% |
| 173 | 19 | | 192 | 85% | 90% |
| 92 | 15 | | 107 | 80% | 86% |
| Yes | No | | | | |
| 19 | 66 | | 85 | 21% | 22% |
| 47 | 138 | | 185 | 25% | 25% |
| 24 | 78 | | 102 | 22% | 24% |
| Yes | No | | | | |
| 43 | 41 | | 84 | 52% | 51% |
| 114 | 70 | | 184 | 87% | 62% |
| 77 | 26 | | 103 | 72% | 75% |
| Yes | No | | | | |
| 8 | 82 | | 90 | 10% | 9% |
| 18 | 176 | | 194 | 9% | 9% |
| 9 | 96 | | 105 | 14% | 9% |
| Yes | No | | | | |
| 10 | 78 | | 88 | 3% | 11% |
| 25 | 162 | | 187 | 11% | 13% |
| 15 | 90 | | 105 | 15% | 14% |
| Yes | No | | | | |
| 49 | 40 | | 89 | 54% | 55% |
| 154 | 41 | | 195 | 58% | 79% |
| 80 | 25 | | 105 | 68% | 76% |
| Yes | No | | | | |
| 74 | 12 | | 86 | 82% | 86% |
| 177 | 18 | | 195 | 90% | 91% |
| 103 | 2 | | 105 | 95% | 98% |
| WWII | Other | | | | |
| 66 | 11 | | 77 | 79% | 86% |
| 158 | 13 | | 171 | 87% | 92% |
| 80 | 6 | | 86 | 83% | 93% |
| WWII | Other | | | | |
| 43 | 24 | | 67 | 71% | 64% |
| 114 | 31 | | 145 | 82% | 79% |
| 64 | 13 | | 77 | 83% | 83% |
| Yes | No | | | | |
| 55 | 25 | | 80 | 76% | 69% |
| 105 | 54 | | 159 | 66% | 66% |
| 63 | 32 | | 95 | 59% | 66% |



Utah CCGP – Closing the Gap Results Report (small group) 2006-2007

School: South Hills Middle

Project Focus: Academic Intervention

Target Group: 20 9th grade students with 8th grade cumulative GPAs of 1.5-2.5

Contact: Linda Tranter 412-2413 Email: Linda.tranter@jordan.k12.ut.us

CGP DRSLs: AL; A1,A2,A3,C,C1 PS; A,A1,B,B1,B2

ABSTRACT

This project is designed to address academic achievement of students who have an 8th grade cumulative GPA in the range of 1.5-2.5. Our intervention consisted of at least two individual meetings with our target students each quarter. Each feeder middle school transitions the 9th grade students to Riverton High, who then continue the intervention and tracking through their senior year. The results of our data show a slight average increase in GPA for the intervention groups.

PROJECT DESCRIPTION

Introduction

Our reasoning was that students with GPAs below 1.5 get much attention, and students above 2.5 are typically self motivated. Students in our target range are often referred to as the “forgotten middle” because they are doing “ok”. The expectation is that students in the intervention will increase their effort resulting in an elevated GPA. Our hope was to raise the overall GPA by at least 10%.

Participants

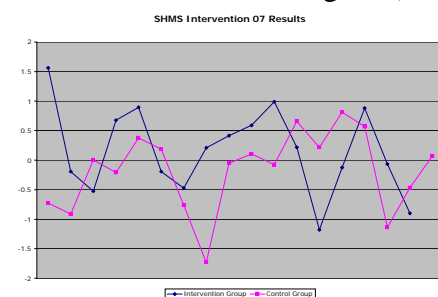
- 2 groups of 10 ninth grade students
- All students in the target GPA range were assigned randomly to the intervention groups, those not assigned were put into the control group.

Method

- Intervention groups randomly selected
- 10 students assigned to each of the two counselors
- Record cumulative GPA from 7th and 8th grade
- Record all 9th grade GPAs for each quarter and compare the data
- The project dates for this year: August 28, 2006 – June 6, 2007
- Parents were informed and asked for permission to include their children, we also requested their support of our efforts.
- Counselors meet individually with each student twice each quarter to set GPA goals, desired results, and specific strategies aimed at achieving their goals.

RESULTS

9 students in the intervention improved GPA by an average of 19% (the greatest being 40% and the lowest being 8%.)



% of improvement and number of students

Intervention:

0-10% 1
11-20% 3
21-30% 3
31-40% 2
8 students decreased

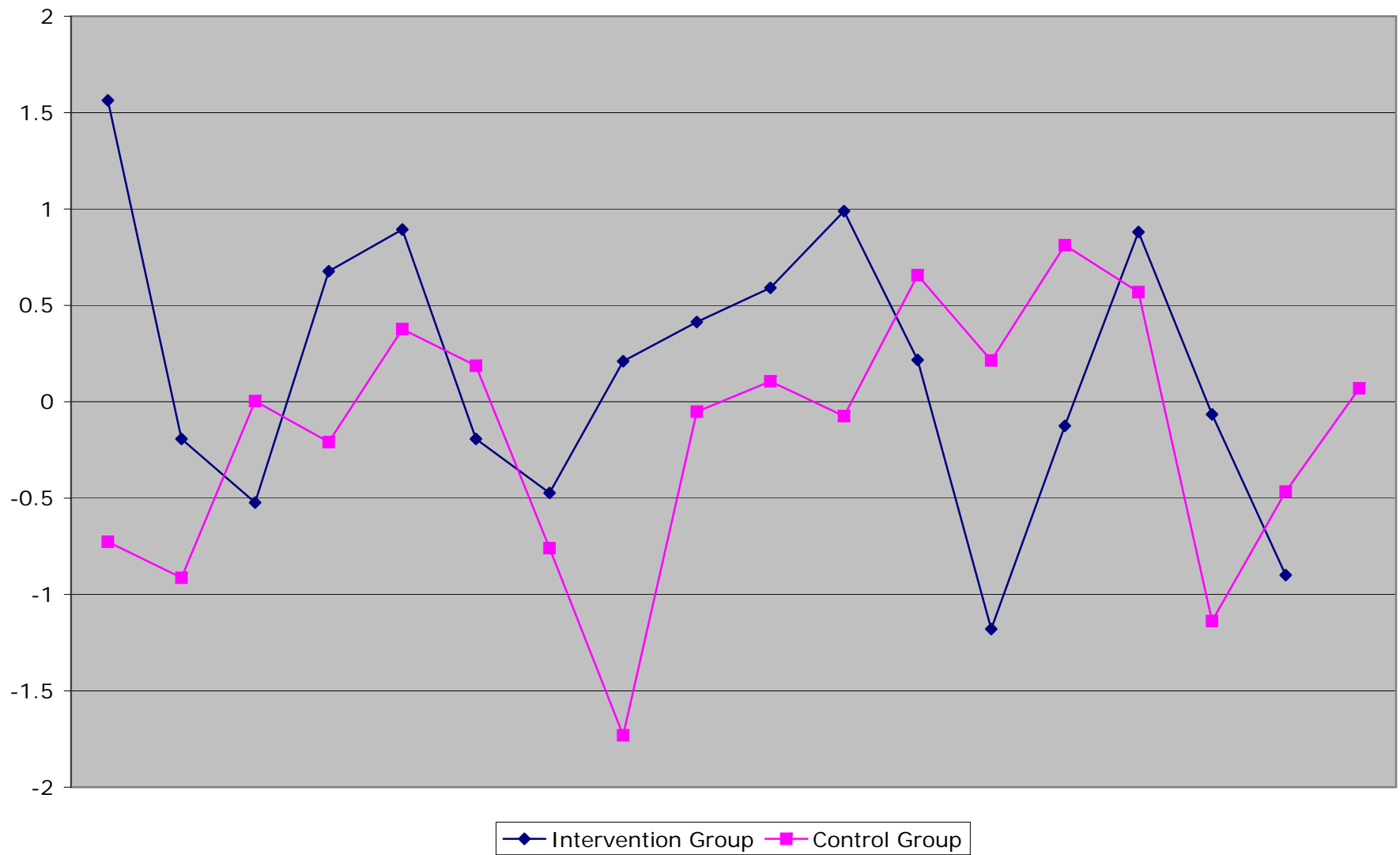
Control

0-10% 4
11-20% 2
21-30% 2
31-40% 0
10 students decreased

DISCUSSION

Our results tell us that 1/2 of students who participated in the intervention improved their GPA's. While our results were positive, after figuring in decreased GPA's the overall improvement was not significant. We will always be pleased with the improvement and commitment by most of our students, however, the decrease by eight of our intervention students was very discouraging. We will continue this project for two more years to get our long- term data from High School.

SHMS Intervention 07 Results



Abstract

In this study failing students at South Jordan Middle School were tracked and weekly contact was made to assess the impact of these meetings. The hypothesis states that there is a direct correlation in regular contact with failing students and academic improvement. Students were categorized and called upon in one of three ways: group, individual, and control. Students in each group were compared and contrasted to see which of the three methods merited substantial improvement. The findings suggest that interventions at the group level were more effective for 7th graders, and individual contact greatly empowered 8th and 9th graders. Conclusions for this project showed that the interventions were valuable, however cost to benefit still remains debatable.

Uah CCGP—Guidance Activities Results Report (Large Group) 2006-2007
School: South Jordan Middle School
Target Group: 8th Grade Students
Target Group selection is based upon:

Abstract

This study measures a pre-test/post-test survey for 500 8th grade students at South Jordan Middle School. The survey assessed student knowledge regarding the registration procedure. This project was important to assess that the classroom presentation about registration was merited. Participants were pre-tested prior to a classroom presentation, which explained registration, and then post-tested after that lesson was given. Results showed that after the presentation student knowledge increased by an average of 30 to 50 percent for a variety of topic areas, concluding that a presentation made prior to registration is an important implementation.

Project Description

* This project was designed to assist 8th grade students with registration for 9th grade. The main objective was to provide adequate framework regarding goals and class schedules and their correlation with high school graduation. The 8th grade students were selected because 9th grade commences their high school graduation plan. This was conducted through a pre and post-test survey that assessed knowledge regarding registration before a classroom presentation and then following the presentation.

Introduction:

* The Utah CCGP Student Outcome this project was based upon was Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options; Objective 1: Plan to achieve goals through the implementation of a Student Educational Occupational Plan (SEOP).
* The intended behavior outcome was to enhance achievement and achievement related skills or competencies.

Participants:

- 500 8th Grade Students
- Target group: 8th Grade Students at South Jordan Middle School

Method:

- Classroom Presentation
- Counselor Administered
- Evaluated through pre/post-test survey (see attached copy)

Results

The results showed that after the classroom presentation was made student knowledge increased by 50 percent or more (see attached results sheet).

Discussion

The evidence shows that the classroom presentation should continue in the future and overall student knowledge regarding graduation and registration increased.

Large Group Project

1. How many credits are required in order to graduate from high school?

A. 17 B. 27 C. 32 **62% 93%**

2. If I fail three classes in grades 9-12 while taking Release Time each year, no credit make-up will be necessary.

T F not enough information **73% 98%**

3. I only have to take two math classes after 9th grade in order to graduate from high school.

T F not enough information **68% 96%**

4. I may complete an Associates Degree while earning my High School Diploma.

T F not enough information. **49% 88%**

5. SJMS offers classes that will not count toward graduation credits.

T F not enough information **52% 93%**

6. If I fail just one class in grades 9-12 while taking Release Time each year, no credit make-up will be necessary.

T F not enough information **45% 98%**

7. AP classes are available to 9th graders who excel academically.

T F not enough information **87% 96%**

8. Computer Tech is a required class at SJMS. **73% 96%**

T F not enough information

9. High School sports teams can take the place of the 9th grade PST credit.

T F not enough information **63% 98%**

10. If you change your mind about an elective course, you may make a schedule change at any time.

T F not enough information **36% 91%**

Utah CCGP—Guidance Activities Results Report (Small Group) 2006-2007
South Jordan Middle School
Target Group—Entire School
Target Group selection is based upon: Weekly Failing Student Reports

Abstract

In this study failing students at South Jordan Middle School were tracked and weekly contact was made to assess the impact of these meetings. The hypothesis states that there is a direct correlation in regular contact with failing students and academic improvement. Students were categorized and called upon in one of three ways: group, individual, and control. Students in each group were compared and contrasted to see which of the three methods merited substantial improvement. The findings suggest that interventions at the group level were more effective for 7th graders, and individual contact greatly empowered 8th and 9th graders. Conclusions for this project showed that the interventions were valuable, however cost to benefit still remains debatable.

Project Description

This project was designed to provide interventions for failing students in the 7th, 8th, and 9th grades. Students grades were tracked weekly and students having two or more failing grades were counseled with in groups and individually.

Introduction:

- This project was based on the CCGP Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan, Objective 1: Improve academic self-concept.
- Intended behavior outcome was to improve grades/attendance and achievement related skills or competencies.

Participants

- Divided alphabetically to arrange control and test groups
- Failing students 7th – 9th Grades

Method

- Weekly meeting individually and in groups
- Interventions included : Daily trackers, Lunch School, Study Skills Class
- Progress was evaluated quarterly with students final grades

Results

The results showed that when students were counseled with weekly overall academic progress was made. Statistics showing this data is attached.

Discussion

The data shows that regular contact made with failing students increased academic success. Future improvements could be made with this project to provide other interventions for students who are complacent or have academic deficiencies due to behavior.

Created by Amber Carlston, Counselor South Jordan Middle School, Jordan District,
2007.

Abstract

In this study failing students at South Jordan Middle School were tracked and weekly contact was made to assess the impact of these meetings. The hypothesis states that there is a direct correlation in regular contact with failing students and academic improvement. Students were categorized and called upon in one of three ways: group, individual, and control. Students in each group were compared and contrasted to see which of the three methods merited substantial improvement. The findings suggest that interventions at the group level were more effective for 7th graders, and individual contact greatly empowered 8th and 9th graders. Conclusions for this project showed that the interventions were valuable, however cost to benefit still remains debatable.

Frequency Students Appeared on List

Quarter 1

| | # Weeks Students Appeared on List | | | | Overall (4 Weeks) | | |
|------------|-----------------------------------|------------|-----------------|-----------|-------------------|---------------------------|-------------|
| | 2Fs > 49% Weeks | | 2Fs < 49% Weeks | | | | |
| | GPA | # Students | GPA | # Student | Total # Students | Average # Weeks (4 total) | Average GPA |
| 7th Grade | 1.58 | 33 | 2.71 | 10 | 43 | 2.65 | 1.85 |
| 8th Grade | 1.53 | 35 | 2.07 | 15 | 50 | 2.48 | 1.68 |
| 9th Grade | 1.4 | 12 | 2.75 | 12 | 25 | 1.92 | 1.99 |
| All Grades | 1.5033333 | 80 | 2.51 | 37 | 118 | 2.35 | 1.84 |

Quarter 2

| | # Weeks Students Appeared on List | | | | Overall (8 Weeks) | | |
|------------|-----------------------------------|------------|-----------------|------------|-------------------|---------------------------|-------------|
| | 2Fs > 49% Weeks | | 2Fs < 49% Weeks | | | | |
| | GPA | # Students | GPA | # Students | Total # Students | Average # Weeks (8 total) | Average GPA |
| 7th Grade | 1.58 | 52 | 2.85 | 61 | 112 | 3.54 | 2.12 |
| 8th Grade | 1.57 | 63 | 2.67 | 85 | 149 | 3.77 | 2.2 |
| 9th Grade | 1.95 | 52 | 2.59 | 79 | 132 | 3.27 | 2.5 |
| All Grades | 1.7 | 167 | 2.703333 | 225 | 393 | 3.5266667 | 2.27333 |

Effect of Meetings (Individual vs. Group)

Quarter 1

| | Individual Meetings | | | Group Meetings | | | No Meetings | | |
|------------|---------------------|--------|------------|-----------------|------|------------|-----------------|------|-----------|
| | # Weeks on List | GPA | # Students | # Weeks on List | GPA | # Students | # Weeks on List | GPA | # Student |
| 7th Grade | 2.55 | 1.7482 | 20 | 2.36 | 2.41 | 11 | 3.08 | 1.55 | 12 |
| 8th Grade | 2.23 | 3.26 | 26 | 3.11 | 1.43 | 9 | 2.53 | 1.42 | 15 |
| 9th Grade | 1.78 | 1.99 | 9 | 2.3 | 1.67 | 10 | 1.5 | 2.62 | 6 |
| All Grades | 2.27 | 2.5 | 55 | 2.57 | 1.85 | 20 | 2.53 | 1.68 | 33 |

Quarter 2

| | Individual Meetings | | | Group Meetings | | | No Meetings | | |
|------------|---------------------|------|------------|-----------------|------|------------|-----------------|------|-----------|
| | # Weeks on List | GPA | # Students | # Weeks on List | GPA | # Students | # Weeks on List | GPA | # Student |
| 7th Grade | 3.22 | 2.04 | 55 | 3.58 | 2.25 | 24 | 4 | 2.15 | 33 |
| 8th Grade | 3.61 | 2.22 | 65 | 4.15 | 2.19 | 33 | 3.74 | 2.18 | 50 |
| 9th Grade | 3.76 | 2.36 | 68 | 2.68 | 2.55 | 28 | 2.81 | 2.71 | 36 |
| All Grades | 3.55 | 2.22 | 188 | 3.5 | 2.33 | 85 | 3.54 | 2.33 | 119 |

Abstract

CGGP Data Project Report (Large Group)

Sunset Ridge Middle School

June 2007

Sunset Ridge Middle School is in its' second year of operation. The school has developed several different school wide programs to increase student learning. The most comprehensive of these is a pyramid of interventions. The idea is that all students will receive some support with those needing the most support moving to the top of the pyramid. The counseling center provided support in a number of different ways including weekly and bimonthly tracking of certain students.

- Target Group
 - This is a school wide project. Including all 950+ students in the school
- Data Driving This Goal:
 - The number of students failing one or more classes during the school year.
- Intended Behavior
 - Reduce the number of students who fail one or more classes each term.
- Student Outcome and DRSL
 - AL:A3
 - AL:A3.6
 - AL:C1
- Methods
 - Tracking of students
 - Referral to skills center
 - Provide tracking and resources to classroom teachers who will provide additional support and time through what we call RISE days.
 - Elicit parent support for before and after school tutoring programs especially in math and science.
- Results
 - This was such a large project to undertake the data is somewhat large and confusing. The bottom line is that while the population of the school increased by about 20% the number of students failing classes has stayed pretty consistent. Meaning the percentage of those failing classes has decreased. This is a project the school will continue to run and one that we will continue to support through the counseling center. The school is continuing to evaluate the processes and interventions that are available to help these students and counselors continue to be involved in the formation and implementation of these interventions. The goal of our school is to provide academic excellence for every student and we will continue to support that goal through the use of resources available to us through the counseling center.

Abstract

CGGP Data Project Report (Small Group)
Sunset Ridge Middle School
June 2007

One of the things we continue to struggle with at the school is the number of 9th grade students who are failing CORE classes. Students enter the 9th grade having faced little or no consequences for failing classes up to this point in their educational pursuit. Our goal is to educate them on the consequences they will face for not getting credit in any of the CORE classes, math, science, geography, or language arts.

- Target Group
 - We will work with 25 students in the 9th grade who have failed one or more classes. We will use another 25 students as a control group.
- Data Driving This Goal:
 - The number of students failing one or more classes during their 9th grade year and will need to make-up credit.
- Intended Behavior
 - Reduce the number of students who fail one or more classes each term.
- Student Outcome and DRSL
 - AL:A3
 - AL:A3.6
 - AL:C1
- Methods
 - Tracking of students
 - Referral to skills center
 - Education on credits required for graduation
 - Education on options for redeeming credit and the time commitment involved compared to original class.
- Results
 - The students in our study still failed many more classes than we would have hoped, but the failure rate went from an average of 2.58 classes to 2.26 classes. The GPA increased by an average of .3 with our study group compared to an increase of .08 in the control group. While these results were not as encouraging as we would have hoped we did have one student who went from failing 3 classes to receiving credit in all classes. We also had an additional student who transferred out of the school and our project into JAMS.

Utah CGP-Guidance Large Group Abstract 2006-2007

Union Middle School is currently transition to implement more of middle school reform best policies and practices. One of our school Desired Results for Student Learning is promoting positive behaviors for responsible citizens. Students are assigned a teacher advisor as their PAWS homeroom class. The PAWS curriculum is structured to address specific behaviors and skill acquisition on designated days of the week; Service for Mondays, study skills on Tuesdays, calendaring and planners on Wednesday, reading strategies on Thursdays, and school business on Fridays.

Every student is issued a complimentary student planner at the first of the year which is reviewed regularly by PAWS teachers. At the end of the 2005-006 school year, every student was surveyed about the planner. It was our belief if the students had input in the choice of planner and how it was organized, more students may choose to use it. Consequently, a student focus group was complied of one class representative from every 7th and 8th grade PAWS class.

Unfortunately, the 2006 and 2007 student surveys did not ask the same questions but addressed most of the same concerns. The survey results showed 72% of the 2006 student body primarily used their planners for the hall pass, 83% preferred a smaller size and 100% believed a page marker would help them be more organized. 100% of the student focus group expressed a 5 X 7 size planner would be used more by students and recommended a horizontal calendar layout for the student calendaring pages. 2007 survey results showed 72% preferred the smaller size, 88% liked the calendar layout and 76% used their page markers. The 2007 focus group feedback was more students reported the 2007 planner was used more than their 2006 planner.

The results data shows student participation in the decision making process of the student planner increases student ownership and participation. To better measure the effectiveness of the 2007 focus group decisions, the 2008 student survey will match the 2007 student survey.

Utah CGP-Guidance Activities Action Plan (Large Group) 2006-2007

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School: Union Middle School

District: Jordan

Target Group: Total student body

Target Group selection is based upon the following student survey and student focus group data from 2005-2006 and cut in FTE funding for counselor support. How to prepare for SEOP's with a lower counselor-student ratios.

| Intended Student Behavior | Utah CGP DRSL'S | Guidance Activity(ies) or Intervention(s) | Resources / staff development needed. | Evaluation Methods How will you measure results? | Start / End Dates | Projected # of Students Impacted. |
|--|--|--|---|--|-------------------------------------|-----------------------------------|
| <p>For 2006-07 Increase student use of the student planner by including students in the development and decision making process.</p> <p>Promote SEOP by adding folder worksheets to the planner.</p> <p>Note: Data was generated from 2005-2006 student surveys and a PAWS focus group organized to address planners.</p> | <p>AL:A2 A2.1 A2.2</p> <p>AL:A3 A3.2 A3.6</p> <p>AL:B1.1</p> <p>AI:C1 C1.1 C1.4 C1.5</p> <p>PS:A1 A1.1 A1.2</p> | <p>2005-2006 Prep:</p> <ol style="list-style-type: none"> Survey all students-PAWS homeroom. Form Focus group which includes one student representative from every 7th and 8th grade PAWS class. Order planner according to focus group recommendations. <p>2006-2007 Results:</p> <ol style="list-style-type: none"> Survey all students-PAWS homeroom. Form Focus group which includes one student representative from every 7th and 8th grade PAWS class. Order planner according to focus group recommendations. Compare survey & focus group data. | <ol style="list-style-type: none"> Development of Student Planner Survey and administration of survey through PAWS homeroom classes. Survey data interpretation by counselors and results used for focus group recommendations and decision making. Counselors, clerical staff, PAWS committee PAWS teachers and administration. PAWS teachers select class focus group representative. Student focus group. Order Planner Planner lesson plans for PAWS. SEOP folders. | <p>2006 Student survey compared against 2007 survey results.</p> <p>2007 Focus group recommendations.</p> <p>% of SEOP folders completion – SEOP planner worksheets.</p> | <p>Sept. 2006 Through May, 2007</p> | <p>930</p> |

| | | | |
|-----------------------------|------------|---|-----------------------------------|
| Principal's Signature _____ | Date _____ | 5-22-07 Date of Staff Presentation _____ | Ruth Jackson Prepared By _____ |
|-----------------------------|------------|---|-----------------------------------|

Utah CGP-Guidance Activities Results Report (Large Group) 2006-2007

Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: Union Middle School

District: Jordan

| Counselors | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test, competency attainment or student data** | Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and /or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|--------------|---------------------------------|--|------------------------------------|--|---|---|---|
| Ruth Jackson | 2006-2007 Total Student Body | <ol style="list-style-type: none"> Student Planners and SEOP folders for every student. Planner lesson plans. <ol style="list-style-type: none"> scavenger hunt weekly progress report documentation Planner pages 13- Goal setting, pg. 14 Recognizing student strengths and abilities. Planner worksheets pg. 13-14 information transferred to SEOP folder, reviewed and signed off by PAWS teacher. Follow up SEOP lessons in core subjects: 7th TLC, 8th History, 9th Geog. | Sept. 2006 through May, 2007 | 930 | Comparison of 2006 student survey results & student focus group recommendations with 2007 student survey results and student focus group discussion and recommendations | <p>Student results</p> <p>2006: 72% reported using planner for hall pass, 64% used planner minimum of once/week.</p> <p>2007: 56% used planner to record at least five or more class assignments daily/weekly.</p> <p>2006: 39% of 2006 students who felt planners helped them be organized.</p> <p>2007: 76% used daily marker to help be more organized.</p> <p>2006: 24% record outside sch. events</p> <p>2007: 53% record outside sch. events</p> <p>2007 SEOP folder completion rate increased by 7%.</p> | <p>Including students in the planner decision making process increased student ownership and participation. 83% of 2007 students liked the smaller 5X7 size. Students preferred the calendar layout.</p> <p>Including student worksheets in the handbook section is an effective way to provide guidance information to every student and introduce to students how the planner information can help.</p> <p>Will include more for 2007-08 planner.</p> |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, Examples and documentation

Planner Student Survey Results (Mar. 2007)

Instructions: Prior to ordering student planners for next year, we want to meet with a PAWS focus group to review the planner survey data. We request each PAWS teacher review the data results, collect additional comments and select a class representative to serve on the Planner Focus Group.

FYI: Approximately 67% of the student responses were returned. Neutral responses were discarded. Listed below is the percentage of students whom agreed or disagreed. If 50% agreed, it is highlighted.

| 2007 Survey Items | % Agree | % Disagree | 2006 8 X 11 Planner Survey & Focus Group Comparison Results |
|---|----------------|-------------------|--|
| Like 5 inch x 7 inch size | 72 | 7 | 83% survey & 100% focus request 5X7 size |
| Like school mascot on the cover | 48 | 12 | 100% wanted school mascot added to cover |
| Like a DIFFERENT BOBCAT on the cover | 30 | 31 | |
| Like monthly calendars grouped together | 54 | 12 | 80% request grouped together |
| Like calendar layout of homework log pages | 63 | 9 | 88% preferred calendar layout |
| Like weekly progress report space | 22 | 28 | |
| Use day marker bookmark. | 76 | 12 | 100% requested bookmark |
| Feel day marker is not necessary or prefer tabs. | 35 | 39 | |
| Calendaring school events in my student planner is helpful. | 53 | 15 | 24% record outside school activities |
| Use planner to record at least 5 or more of class homework assignments. | 56 | 37 | 54% Record on daily or weekly basis |
| Recommend the same kind of planner for 2007-2008 | 55 | 31 | |
| USED REFERENCE PAGES (Listed by highest %) | | | |
| Bullying and Drug | 58 | | |
| Multiplication Chart | 53 | | 88% request for |
| Maps | 51 | | 80 % request for |
| Periodic Table | 37 | | |
| Metric Conversions | 23 | | 84% request for |
| Algebra | 18 | | 40% request for |
| Commonly Misspelled Words | 14 | | 76 % request for |

NOTE - If a comment was made multiple times, an "X" is recorded.

| | 2007 Multiple Comments |
|---|--|
| X | No Moscot on front – Union MS only - Leave blank room for student design/ decorate |
| X | More color -move bobcat to the back – smaller size |
| X | More space to record homework and more durable covers (Plastic instead of paper) |
| X | Don't have teachers check planner, don't make it part of the grade in PAWS |
| Other Single Comments: <i>planner rocks!, like as is, planner is pretty cool!</i> , bigger planner, like bell schedules, offer choice of blue or white planner, don't cross out hall passes, move monthly calendars in front of log sheets, remove bobcat watermark from daily log pages, , like reference pages, space to record friends email and phone numbers, two set of monthly calendars (group and separated), | |

2005-06 Planner Survey Results for Focus Group Discussion

PAWS 7-8 Class Survey Results: Percentage that answered 'Yes'.

| | Question | YES |
|----|---|-----|
| 1 | Do you use your planner at least once a week? | 64% |
| 2 | Do you use the color reference information? | 44% |
| 3 | Do you primarily use your planner for the hall pass? | 72% |
| 4 | Do you use your planner to record activities outside of school? | 24% |
| 5 | Do you record class assignments in your planner on a daily or weekly basis? | 54% |
| 6 | Do your classroom teachers check your planner? | 54% |
| 7 | If teachers gave participation points for using the planner, would you use it more? | 82% |
| 8 | Does a parent review your planner on a regular basis? | 7% |
| 9 | Has the planner helped you be more organized? | 39% |
| 10 | If the planner was smaller, would you use it more? | 83% |

100% Preferred the 7X9 smaller size.

Student Page Layout for recording daily assignments

88% preferred the horizontal Listing of week days (across the top like a calendar) with the class periods listed vertically

Reference page preferences: * = Department Request

88% *Mathematic Reference and Multiplication Table

84% Scientific Method & Conversion Charts

80% Monthly calendars (with school events preprinted & placed as a group in the back for easy access)

80% *Spelling Rules, Punctuation, Parts of Speech

80% Maps

76% *Commonly Misspelled Words in English

40% Geometry, English, Health Tips and Creativity (geometry students not represented)

* Measurements & Conversions (Math and Science Dept. Request)

0% *Science Periodic Table of Elements

Character Education Material Preference

68% Discover ..how to PASS with class! (Some felt they didn't want it so the planner wouldn't be as thick.)

Other choices included: Seeing Eye to Eye Conflict Resolution & Social Responsibility

Cover Design Group wanted to use the school Logo and school colors to foster 'school spirit.'

100% Wanted the school to sponsor a school Design Contest for 2007-08 Student Planner was

Additonal Suggestions:

Want the cover to be more sturdy like 2004-05 Planner (Premier; will match last year's price)

Want more hall passes (5 extra) or 2 per week with expiration dates

100% want the day book marker (free with Premier order)

Want space to record weekly PAWS quote either on student log pages or a separate page.

Want a student data page to record locker number, text book numbers, etc.

56% Wanted rounded edges because they said the square corners are too pointy

Total Students Present _____

Teacher _____

2007 Student Planner PAWS Class Survey and Lesson Plan

Instructions: Distribute student surveys and stress the importance each student answer every question honestly and list their comments and suggestions at the bottom.

When the student are finished, record the total number of student responses for each question below. Consolidate the student comments and suggestions below and attach the student surveys behind your class survey.

Return all surveys to the counseling center by the end of the day.

| # | Question | Agree | Neutral | Disagree | | | | |
|----|---|-------|---------|----------|---|---|-----|----|
| 1 | I like the 5 inch x 7 inch size. | | | | | | | |
| 2 | I like having the school mascot on the front of the cover. | | | | | | | |
| 3 | I like having all the monthly calendars grouped together. | | | | | | | |
| 4 | I like the way the homework information pages are laid out with the week days printed across like a calendar. | | | | | | | |
| 5 | I like having a place to record my power school information in the homework information section. | | | | | | | |
| 6 | I use my day marker bookmark. | | | | | | | |
| 7 | The day marker bookmark is not necessary. | | | | | | | |
| 8 | Calendaring school events in my student planner is helpful. | | | | | | | |
| 9 | I use my planner on a daily basis to record homework assignments. | | | | | | | |
| 10 | Record Total: When I record homework assignments, I usually record information for at least _____ class periods. | 1-3 | 4 | 5 | 6 | 7 | 8 | |
| 11 | Record Total: Reference pages students have used include: _____ 19: Multiplication Chart _____ 22: Periodic Table _____ 20: Algebra _____ 23: Commonly Misspelled Words _____ 21: Metric Conversions _____ 25-28: Maps | | | | | | | |
| 12 | Record the Total: Students who answered "YES" who had reviewed the Bullying and Drug information on pages 29-34 | | | | | | | |
| 13 | Record Total: Recommend ordering the same kind of planner for next year. | | | | | | Yes | No |

See Back for Comments and Suggestions:

**Union Middle School
Small Group Closing the Gap
Level 3 Academic Intervention
Study Life Skills**

The goal of this project was to add another level of academic intervention for students here at Union Middle School. The school has in place a study skills program which serves around 60 students per semester for a total of 120 students during the year. These students focus on attaining higher GPA scores and learning academic skills that will benefit them in the future. These same goals were intended for the students served with this program. Students in this program used trackers and planners to guide them in reaching their academic goals. Students in this program represent some of the most troubled academically and often behaviorally in the school. This project served 11 students this year and was done during the second semester of the school year.

Evaluation for this project included comparative data as well as a student feedback survey. Student evaluations averaged score of 4.2 out of 5

The benefits were sufficient that the project will be modified and implemented next year during the full academic year. The project next year will incorporate the information that data provides to become more effective and serve more students for the upcoming academic year. A more formalized process as well as a more balanced class load will be two important changes occurring next year. Other changes include beginning at the first of the year and thereby serving more students, around 28 possible students served with this program.

Utah CGP-Guidance Activities Action Plan (Small Group) 2006-2007

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School: Union Middle School

District: Jordan

Target Group: Individuals

Target Group selection 7th, 8th, and 9th grade students

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources / staff development needed. | Evaluation Methods How will you measure results? e.g. "From sample classrooms of ninth graders..." | Start / End Dates | Projected # of Students Impacted |
|---|---|---|---|--|---|----------------------------------|
| Increase in study life skills and academic behaviors. | This effort treats all indicators listed under the AL:A2 competency. As well as LC:A1.2 | <p>Students are actually enrolled in a class under the guidance and tutelage of the counselor.</p> <p>The students utilize the time period to accomplish homework tasks that require extra time.</p> <p>Students also use a daily tracking system which increases parent to school involvement in students academic experience.</p> <p>Students develop a close relationship with an adult in the school environment to help structure their future educational experience and expectations.</p> <p>Students receive guidance and direction as deemed necessary by the mentoring counselor.</p> | Trackers, Planners, Powerschool, contracts, referral methods. | Students will be measured by using various school based data measurements. 3 that program effectiveness will be evaluated on is GPA, Attendance, and Office Referrals. | Jan. 23 rd June 6 th . | 11 |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Results Report (Small Group) 2006-2007

Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: Union Middle School**District:** Jordan

| Counselors | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and Post test, competency attainment or student data** | Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and /or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|-----------------|---|--|------------------------|--|--|---|--|
| Nathan Edvalson | Selected Group Referred by administration | Trackers, Planners, Powerschool, Computer Access | Jan. 23-June 6th | 11 | See attached charts and explanation. | <p>Most students experienced an overall increase in GPA a decrease in missing school and maintenance of the amount of office referrals.</p> <p>Even though student outcomes varied student ratings of the experience measured high on the survey.</p> | |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

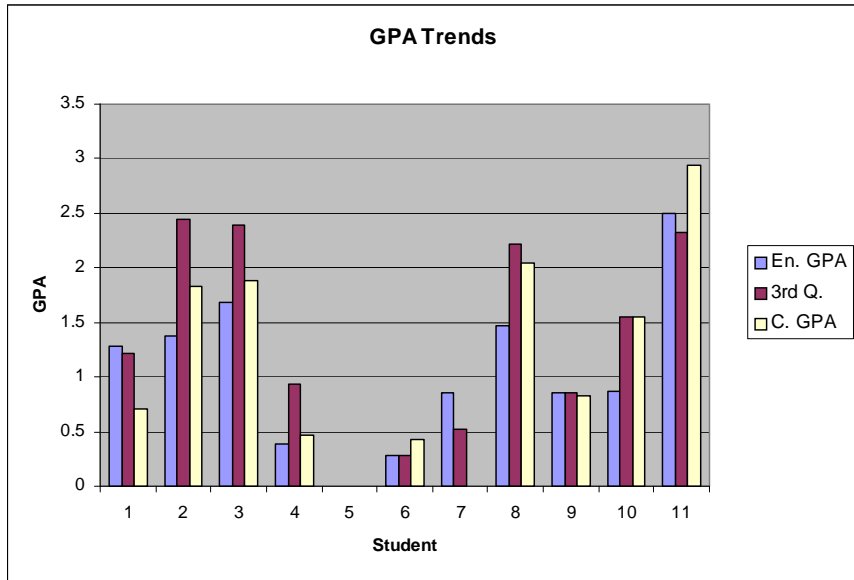
*adapted from the ASCA National Model: A Framework for School Counseling Programs

____Nathan Edvalson____

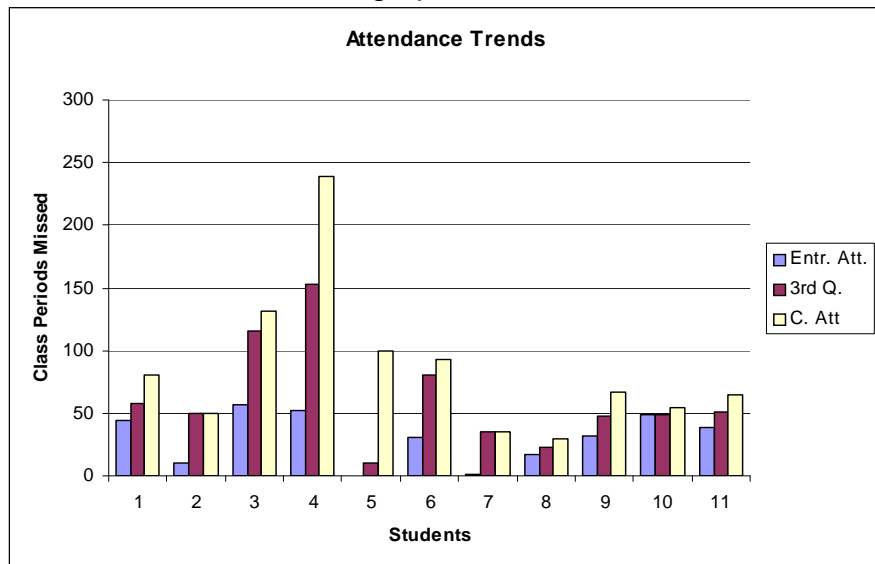
**Include actual numbers and attach data, Examples and documentation

Explanation of Data

-In comparing the GPA Entrance data to that of Quarter 3 and Current GPA you will notice an increase for most students for both periods quantified. On average GPA scores went up .61 overall from base entrance GPA into the program. (Average of difference between Entrance scores and those of Q3 and Current.)

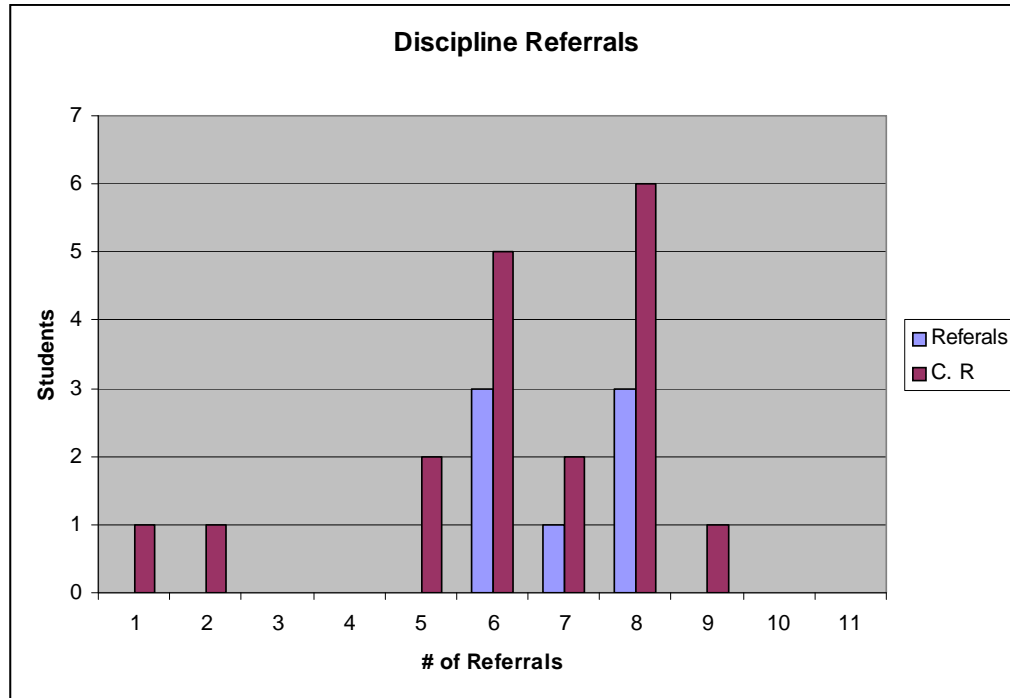


-Attendance trends seemed to improve the longer the student was enrolled in the program. This is shown in comparing increases from color to color in the attendance graph.



Explanation of Data cont.

-Office referrals were a secondary issue, but they were tracked to see if the class intervention did seem to help decrease behavioral issues overall. The data would seem to demonstrate that this behavior is relatively unaffected by the intervention. (i.e. outside of the classroom the discipline behaviors, or lack thereof, seem to stay consistent.)



The other pages of this document list the data information that was collected for each student and also the charts on a larger scale. Student names have been excluded from this information.

Data Summary

Overall, it appears that this project is worth investing more time and restructuring to make it more effective. The desired result was to create a program that became another level of academic intervention for students who were not successful in a bigger study life skills class or who had behaviors that left them to the effects of academic failure. When asked in a formal evaluation student ratings of the class opportunity averaged a 4.2 out of 5 overall.

Future Changes

Creators of the program will look to more formalized contracts, smaller student to teacher ratios, and a curriculum that will assist in increasing behavioral management skills as well as academic life skills to help the student achieve the aforementioned CGP student outcomes.

STUDENT DATA

| Entry Date | Name | En. GPA | 3rd Q. | C. GPA |
|------------|-------------------|---------|--------|--------|
| 2/27/2007 | Student 1 | 1.28 | 1.22 | 0.714 |
| 1/23/2007 | Student 2 | 1.38 | 2.44 | 1.83 |
| 1/23/2007 | Student 3 | 1.678 | 2.388 | 1.88 |
| 1/23/2007 | Student 4 | 0.381 | 0.94 | 0.47 |
| 4/3/2007 | Student 5 | 0 | 0 | 0 |
| 3/25/2007 | Student 6 | 0.2778 | 0.2778 | 0.4286 |
| 2/28/2007 | Student 7 | 0.857 | 0.52 | 0 |
| 1/23/2007 | Student 8 | 1.47 | 2.22 | 2.04 |
| 4/11/2007 | Student 9 | 0.85 | 0.857 | 0.833 |
| 5/4/2007 | Student 10 | 0.87 | 1.55 | 1.47 |
| 1/23/2007 | Student 11 | 2.5 | 2.33 | 2.94 |

| Name | Entr. Att. | 3rd Q. | C. Att | Name | Referrals | C. R |
|-------------------|------------|--------|--------|-------------------|-----------|------|
| Student 1 | | 44 | 58 | Student 1 | 0 | 1 |
| Student 2 | | 10 | 50 | Student 2 | 0 | 1 |
| Student 3 | | 57 | 116 | Student 3 | 0 | 0 |
| Student 4 | | 52 | 153 | Student 4 | 0 | 0 |
| Student 5 | | 0 | 10 | Student 5 | 0 | 2 |
| Student 6 | | 31 | 80 | Student 6 | 3 | 5 |
| Student 7 | | 1 | 35 | Student 7 | 1 | 2 |
| Student 8 | | 17 | 23 | Student 8 | 3 | 6 |
| Student 9 | | 32 | 48 | Student 9 | 0 | 1 |
| Student 10 | | 49 | 49 | Student 10 | 0 | 0 |
| Student 11 | | 38 | 51 | Student 11 | 0 | 0 |

Survey Questionnaire

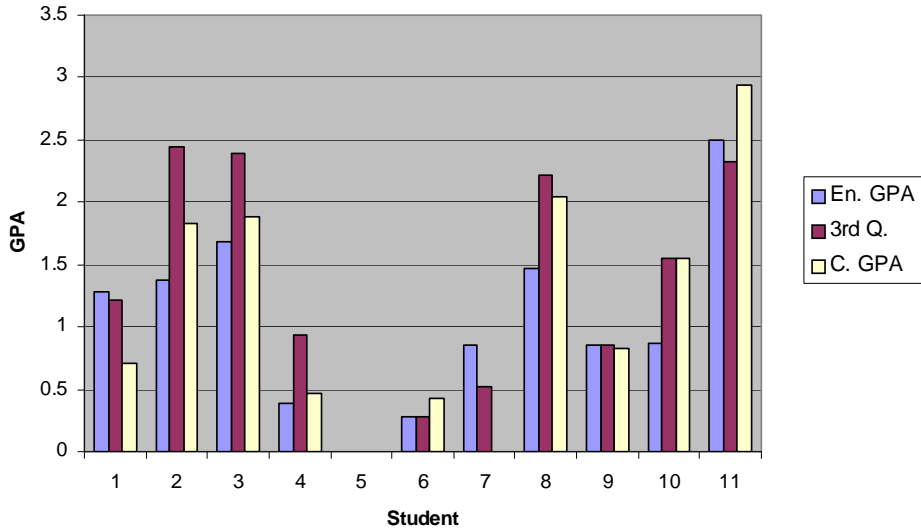
| Rate the following statements on a scale of 1-5, one being low and 5 being high | | | | | |
|---|--------------|---|---|---|---|
| | Low-----High | | | | |
| 1. I thought this class was very useful. | 1 | 2 | 3 | 4 | 5 |
| 2. The time in this class helped me to achieve more in school | 1 | 2 | 3 | 4 | 5 |
| 3. The relationship to the teacher was very important to me | 1 | 2 | 3 | 4 | 5 |
| 4. I learned how to better manage my time in this class | 1 | 2 | 3 | 4 | 5 |
| 5. I would recommend this class to a friend | 1 | 2 | 3 | 4 | 5 |

| Survey Data | R-1 | R-2 | R-3 | R-4 | R-5 | R-6 | R-7 |
|-------------|-----|-----|-----|-----|-----|-----|-----|
| Q#1 | 4 | 5 | 5 | 4 | 5 | 5 | 3 |
| Q#2 | 5 | 4 | 5 | 3 | 4 | 5 | 3 |
| Q#3 | 4 | 3 | 4 | 3 | 5 | 5 | 3 |
| Q#4 | 4 | 4 | 5 | 3 | 4 | 5 | 3 |
| Q#5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 |
| | 22 | 21 | 24 | 17 | 23 | 25 | 15 |
| | 4.4 | 4.2 | 4.8 | 3.4 | 4.6 | 5 | 3 |

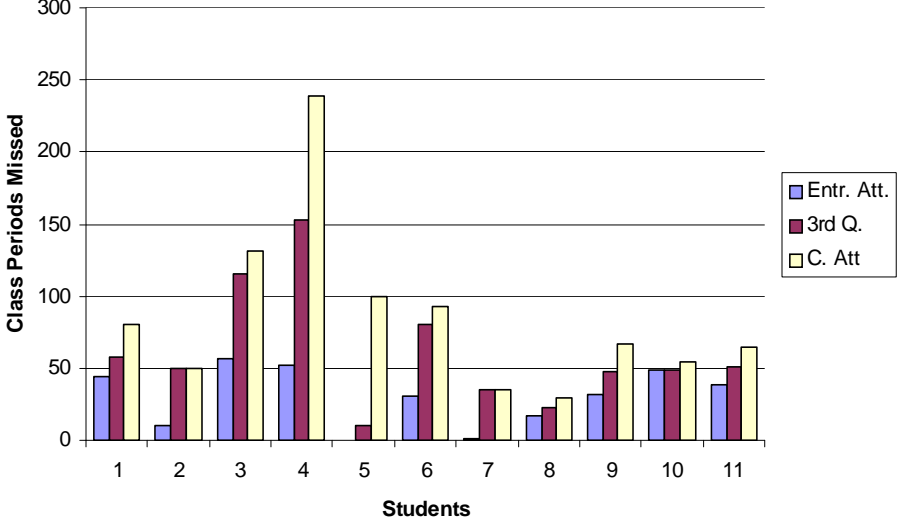
4.2 Average score.

GRAPHIC DATA

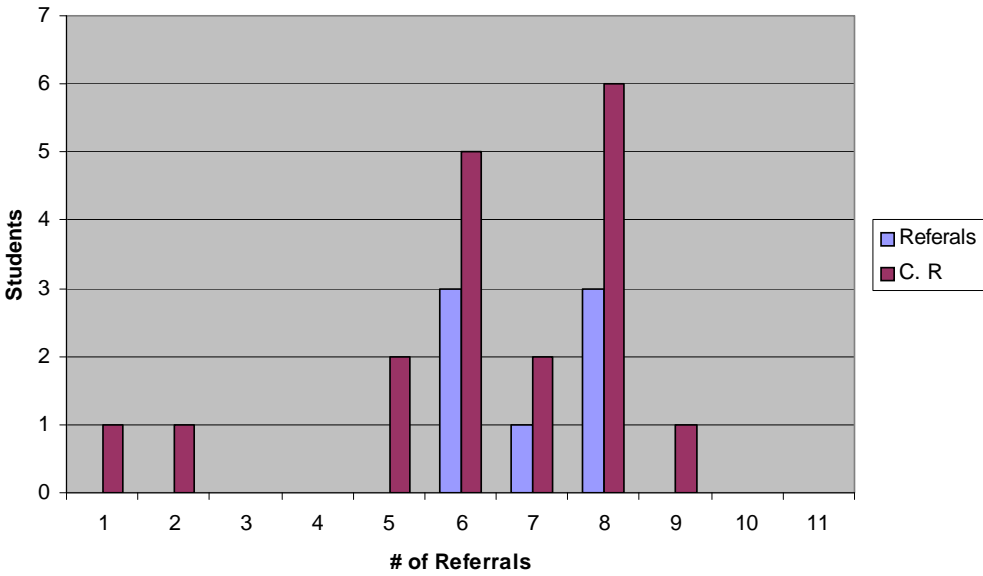
GPA Trends



Attendance Trends



Discipline Referrals



Abstract

CCGP Data Project Report (Large Group)

West Hills Middle School

June 2007

At West Hills Middle School we have struggled with getting parents involved in the Student Education Occupation Plan (SEOP) meetings. In past years West Hills' counselors have held small group SEOP for freshman during the day with one evening available for parents. Invitations were mailed to the parents. Students attended during their language arts class. Parent involvement in a student's education leads to a student being more successful. This study was designed to increase parent involvement in the 9th grade SEOP meeting. The intervention this year showed an increase in parent attendance at SEOP meetings by 11.9%. This increase shows the extra evenings were effective and justifies Counselors continuing this intervention in the future.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007

| | |
|--------------------------|--|
| School: | West Hills Middle School (Jordan School District) |
| Target Group: | Freshman Class |
| Selection Basis: | In order to support the school DSRL that it addresses, Life-Long Learning, parent involvement in the Student Education Occupation Plan (SEOP) is an important goal. With students and parents empowered with knowledge regarding the opportunities in high school and also the personal goals of the student, they will be better prepared for success in high school and after. We felt by increasing the number of evenings available for SEOP's that we could increase the number of parents receiving the valuable information. |
| Guidance Lesson Content: | Counselors visited all Freshman language arts classes, students completed a hands on activity with information regarding possible career choices, post high school plans, the learning academy they were choosing at the feeder high school, and a short term-goal. At short time later, Counselors presented information regarding the Jordan Applied Technology Centers, earning college credit during high school, early graduation, work release, International Baccalaureate, Itineris Early College High School, extracurricular activity requirements, and making up missed credit. |
| CCGP DRSL: | AL: C1 Plan to achieve goals through the implementation of a Student Education Occupation Plan (SEOP) |
| Curriculum/Materials: | School generated SEOP card, power point presentation, Jordan School District pamphlet on high school programs, Jordan School District handout on the applied technology centers and handout from feeder high school on learning academies. |
| Start/End Dates: | January 4, 2007 – January 19, 2007 |
| Students Impacted: | 371 |
| Presentation: | Freshman SEOP appointments and freshman language arts classes. |
| Evaluation: | Comparison of number of parents attending the freshman SEOP during the 2006-07 school and those attending during the 2005-06 school year. |

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007

Counselors: Chandra Walker and Becky Clonts

Target Group: Freshman class

Curriculum/Materials: School generated SEOP card, power point presentation, Jordan School District pamphlet on high school programs, Jordan School District handout on the applied technology centers and handout from feeder high school on learning academies.

Start/End Dates: January 4, 2007 – January 19, 2007

Process Data: 371 students enrolled 2007 compared to 351 students enrolled 2006 (see attached Excel data). In 2007, 185 or 49.87%, parents attended the SEOP. In 2006, 133 or 37.89%, parents attended the SEOP. Forty-two parents attended evening SEOP's in 2006-07 compared to twelve parents in 2006-07.

Results Data: 49.87 % of the parents of the freshman class attended SEOP's in 2007-06 compared to 37.89% of the parents of the freshman class during the 2005-06 school year.

Implications: Adding two extra evenings of SEOP's increased the parent attendance. Counselors should continue these interventions in the future and continue to look at SEOP data to determine effectiveness.

SIGNATURES:

Kim Baker, Principal

Date

Chandra Walker, Counselor

Date

Becky Clonts, Counselor

Date

Abstract

CCGP Data Project Report (Small Group)

West Hills Middle School

June 2007

This study was designed to increase the effectiveness of tracking students and meeting with specific students to raise overall G.P.A. averages for the 2nd quarter. Counselors met with 19 students from grades 7-9. Results were compared with a control group of 10 students with similar G.P.A.'s with whom no counselor interventions were used. The intervention showed an increase in G.P.A. for 2nd quarter for only 2 of the 19 students counselors met with. Overall, in terms of raising G.P.A. the intervention was ineffective.

Utah CCGP—Guidance Activities Action Plan (Small Group) 2006-2007

| | |
|--------------------------|--|
| School: | West Hills Middle School (Jordan School District) |
| Target Group: | Selected 7 th , 8 th and 9 th graders who were struggling academically |
| Selection Basis: | This intervention addressed the West Hills DRSL that students will be critical thinkers and problem solvers. |
| Intervention Strategies: | Counselors used a variety of interventions depending on the student. Each student met with a counselor individually two times a month, went over a grade printout, set an academic goal for the following two weeks and was given an incentive. Other interventions included: printouts of missing assignments at each meeting, parents contacted when necessary, students were given a tutoring schedule, daily trackers were provided, assignment buddies were provided, conferences were held with teachers, and counselors provided help with assignments. |
| CCGP DRSL: | AL: A3 Achieve school success |
| Curriculum/Materials: | Power school printouts, school generated trackers |
| Start/End Dates: | November 2006-January 2007 |
| Students Impacted: | 19 |
| Presentation: | Counselor meetings with individual meetings with students |
| Evaluation: | Comparison of students 1 st quarter G.P.A. with 2 nd quarter G.P.A. Comparison of students' average 1 st quarter G.P.A. with students' average 2 nd quarter G.P.A. Comparisons will be made with a group of 10 students with similar G.P.A.'s. Control group students will be selected from grades 7-9. |

Utah CCGP—Guidance Activities Results Report (Small Group) 2006-2007

Counselors: Chandra Walker and Becky Clonts

Target Group: Selected 7th, 8th and 9th graders who were struggling academically

Curriculum/Materials: Power school printouts, school generated trackers

Start/End Dates: November 2006-January 2007

Results Data: Of the 19 students who participated, 2 raised their G.P.A. 2nd quarter. Comparison of students' average 1st quarter G.P.A. with students' average 2nd quarter G.P.A. indicates an average drop of 0.406. When compared with a control group of 10 students with similar 1st quarter G.P.A.'s, only 1 student in the control group raised his G.P.A. and the average drop was .3813.

Implications: In terms of an increase in G.P.A., the intervention did not indicate success.

SIGNATURES:

Kim Baker, Principal

Date

Chandra Walker, Counselor

Date

Becky Clonts, Counselor

Date